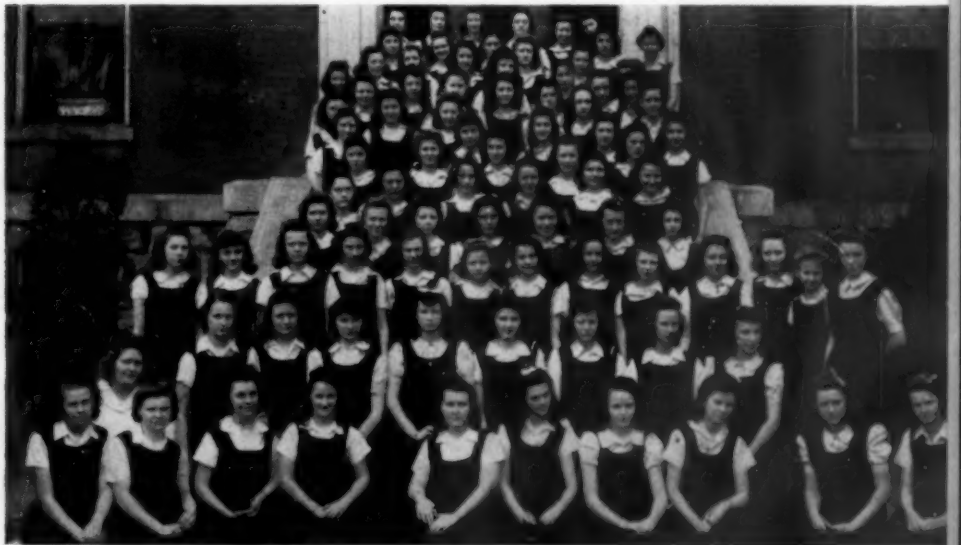


School Activities



Cabinet Meeting, Future Teachers of America, S.T.C., West Liberty, W. Va.



A Unit of Catholle Student Mission Crusade, Saint Ceellin Academy, Nashville, Tenn.

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TIES

A STERN CHALLENGE

to every Publications Adviser
and School Editor lies in these

WAR AIMS

of the

COLUMBIA SCHOLASTIC PRESS ASSOCIATION

War presents to every publications adviser and to every teacher of Journalism a stern challenge to remain on the job, serving his country capably in the work he has been especially trained to do

1. Building and sustaining the morale of our students, their families, and their circle of friends.
2. Clarifying the issues and aims of the war and of the peace that is to follow.
3. Teaching the proper value of news reports through an analytical study of news sources.
4. Discouraging all efforts to mask or hide the truth.
5. Helping students, parents, and friends to laugh and relax.
6. Establishing a feeling of confidence in associates and leaders.
7. Implanting patience and calmness in the face of adversity; moderation of feeling in the acceptance of success.
8. Urging support of every patriotic effort designed to aid in the nation's war aims.
9. Promoting a campaign to make every school child physically fit for service.
10. Advertising the supreme truth that this is a democracy, where freedom of thought, expression, and action, though limited by good taste and consideration for others, is still an inherent right of every loyal citizen.

Advisers and editors who lead the thought of America's youth through their newspapers and magazines and who contribute largely to the creation of the current opinion of the Nation have before them an opportunity which few will care to miss. The All-out-for-Victory Program of the school press will be revealed at

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March 11-12-13, 1943

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School Activities

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VOLUME XIV, No. 6

FEBRUARY, 1943

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Published monthly from September to May by SCHOOL ACTIVITIES PUBLISHING COMPANY, 1515 Lane Street, Topeka, Kansas. Single copies 35 cents. \$2.50 per year.

Entered as second class matter, December 1, 1930 at the postoffice at Topeka, Kansas, under the Act of March 31, 1879. All rights reserved by School Activities Publishing Company.

As the Editor Sees It

"Fretwell Becomes Chief Scout Executive" is a headline that interests thousands of American school teachers. For twenty-five years, through his teaching, writing, speaking, consulting, corresponding, and just ordinary visiting, this personable, friendly, and helpful Good Scout has been the promoter-in-chief of extra-curricular activities.

We first became acquainted with Dr. Fretwell in 1921 as a student in his course in extra-curricular activities at Teachers College. Having written a master's thesis at Illinois in 1917 on the general topic (the expression "extra-curricular activities" was then hardly even in existence) it was but natural that we should want to learn from the pioneer. And through all the years since then, "Fret" has been our chief source of encouragement, counsel, and help. That his kindly influence has been widespread is evidenced by the fact that more professional books have been dedicated to Dr. Fretwell than to any other American educator.

Education will miss him; scouting will profit.

Congratulations and best wishes, EKF!

A "waiting list" for a particular club is probably complimentary to the organization and its sponsor, but it is likely uncomplimentary to the administration of the school. Such a list may be absorbed either by allowing larger club membership, or by organizing an additional club. Usually the second plan is the better. This may mean additional load on some teacher, and it may not be possible, due to the size of the staff, if all clubs meet during the same period. However, an equating of the teacher's load or the use of an additional period can obviate both of these difficulties. Obviously, the responsibility for improving conditions lies more with the principal than with anyone else.

Assembly programs based upon the war are not only appropriate but absolutely necessary. Naturally, a worthwhile program presents something more than a singing of "God Bless America" and "Praise the Lord and Pass the Ammunition."

We have just heard an account of another high school student council failure—no, not a council's failure, but a principal's failure. This junior-senior high school principal decided to have a student council, so he worked it out and handed it, all packaged and tied, to a selected group of influential upper students. And we can almost hear him say, "Here's your student council all ready to go to work." Much to the surprise of the principal, who really had a good "paper" plan, it didn't work, and the whole idea was abolished at the end of four months. Again, we can almost hear him say, "The council idea may be all right in theory but it won't work in practice." And, of course, the council idea in this school will probably be dead for a decade or two—all because the principal began in the wrong way and at the wrong end.

May we repeat what we have suggested before. Student democracy must be grown into. The place to begin the development of a council is at the bottom of the school, not at the top. In the above instance, an un auspicious beginning in the early years of the junior high school would probably have produced, by the end of the next five or six years, a pretty effective and creditable council. Some folks can't wait that long. This professor will wait still longer.

"Four players and a freak" has been the sports-page description of a number of basketball teams this year, and it has been responsible for the rather widely-voiced suggestion that the baskets be raised to twelve or fourteen feet in order to "keep basketball basketball." The "freak" is, of course, the exceedingly tall boy—not necessarily a "player"—who stands under the basket and is fed the ball above the reach of his opponents. All he has to do is to drop it in. Maybe there is something in this idea of higher baskets.

We have a letter from Miss Yvonne Wallace of the Bay County High School, Panama City, Florida, requesting information concerning a school service flag—type, details of placing and attaching the names, method of use and display, etc. Won't you write her about your plan and experience? Too, perhaps you will write it up for *School Activities*.

Democratic Choice or Nazi Election

IN A high school classroom some thirty years ago, a principal confronted a group of boys and said, "Now you boys can make your own decision, but first I should warn you. If you vote 'Yes' everything will be fine. If you vote 'No,' you will all be suspended, and none of you will be allowed to graduate. All those voting 'Yes,' raise your right hand." This preview of a Nazi election could be duplicated in many of our American schools even today.

If we accept the belief that students in high school should have experience in making group decisions, in practicing democratic government, we must also accept certain corollaries. We must have faith in the rank and file of people as represented in our schools. We must accept the fact that democratic practice often seems slower than autocratic direction. We teachers must constantly remind ourselves that we may occasionally be mistaken. We must have the courage to give opportunity for both success and failure. We must not expect student groups to conduct themselves too much better than the average adult group. We must agree that our prime aim is to give experience in self government—not to get little jobs done, not to get gadgets bought, not to get ourselves advertised, and not to train stool pigeons for the faculty. Perhaps most educators would accept these corollaries in principle if not in practice.

But for those of us who agree in general on the aims of student government, there are still many problems. Just how much authority can be delegated to any student group? Obviously, there can be no definite measure for this. The important thing to keep in mind is that this authority, be it little or much, must be clearly defined. Many a class, club, or student council has studied and debated to reach some decision, only to be told afterward by some school authority that the matter would be decided for them. Such action is destructive of all that we hope to accomplish by student government. We must be prepared to accept a student group decision, whether we like it or not, once they have been given to understand that it is their decision to make. Suppose that the decision involves plans for a dance. Who is to decide on what orchestra and for how much? Is the dress to be formal or informal? How much money is to be spent for decorations or refreshments? Who is to be invited? It should be determined in advance just which of these questions are to be decided by the student group. Students should know clearly the scope and limitations of their power. When they have been told to go ahead and decide, whether their decision seems good or bad to the faculty and administration, it should stand.

Suppose we take a somewhat similar situation. Some permanent school organization raises funds to buy—we'll say a "juke box." Who is

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to control the use of this "musical" instrument? Perhaps it is wise to have it understood at the start that full control is to be in the hands of some faculty member. Anyway, let us not say to the student group: "This is yours, your project, your responsibility," while it is being paid for, and then over-ride or ignore their authority later. Let's make sure that son's calf does not grow up to become father's cow.

So often we underestimate the perception of adolescents. When we want to change a decision, we offer some specious excuse or argument and feel satisfied when it is apparently accepted. The boys and girls accept our explanations because they feel "what's the use," but they see through the whole farce. That's not the kind of character education we want to exemplify.

If the faculty adviser would only remember his title it would help. To advise is not to dominate and direct. Perhaps he needs some advertisement to promote his own welfare or popularity, but he should use some channel for publicity other than his "student" project. Student leaders are not Punch and Judy puppets.

Another common mistake is the apparent assumption that knowledge of the processes of democratic government is a part of our instinctive equipment. Again, let us illustrate. A high school group of about one hundred and fifty boys and girls tried to hold meetings and get business done under abundant faculty supervision. The meetings resembled mob scenes. A plan was worked out for the next meeting. First, no meeting was to be held unless there was actual business to attend to, business which was of genuine interest to the group. Meetings were to be adjourned as soon as the business was completed. The officers and many other students learned enough parliamentary procedure to know how to conduct a meeting. The order of business was planned so that there was no waiting around. No member of the faculty was to take any part unless asked for information or advice. As an added precaution, no faculty member was to be present unless sent for to give information. The president met with other officers and student leaders and got their active co-operation for the larger meeting. After such planning, the meetings were successful. They got business done and were as orderly as are most meetings of teacher organizations. What an indictment of our schools and teachers is a high school class meeting with teachers standing around, eagle eyed for signs of misconduct or popping up every minute or so to maintain order or "guide" the action of the stu-

dent group. For the sake of sane democracy, let us have no more of it!

During this war period there must be a considerable curtailment of normal democratic activity. If we want to keep alive the spirit of democracy, we must give it an opportunity to flourish in every possible situation. Before our young people are drafted into military service, let us give them experience in the satisfactions of democratic group action. We must have enough faith in democracy to let them find out about its faults and weaknesses as well as its advantages. Let us have the courage really to give democracy a chance.

Music for Dancing Parties for the Duration

FLOYD W. HOOVER

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A PROBLEM which confronts every organization, especially in small schools, is that of providing music for parties. Except for very important affairs, orchestras are usually much too expensive unless the admission charge is large enough to cover the cost. Making the admission charge that large frequently acts as a deterrent to school parties because a large number of pupils who want to, and should, attend are forced to stay away because they can not afford them. The frequent upshot is a party held largely for outsiders who have been invited primarily because their patronage is necessary to finance it.

Some twenty years ago high school pupils found a two-piece or three-piece orchestra wholly acceptable. Subtleties of tonal color or balance were not at all in demand for ordinary parties. Insistence was largely upon steadiness of rhythmic outline. The writer recalls having danced a great many times to the music of a piano, drum, and violin or saxophone. But the advent of the radio appears to have changed all that. It is an unusual high school boy or girl who does not now listen frequently to the technically finished playing of the nation's best orchestras. Certainly the opportunities to listen are readily available. The result is that pupils will rarely accept any music for their parties other than that provided by fairly large orchestras composed of more than passably skilled musicians, whose services must be secured well in advance.

Radios have usually proved to be unsatisfactory substitutes for orchestras partly because reception is not always certain. Further, only late in the evening is there anything like uninterrupted reception of dance music. During the earlier part of the evening, the broadcasts are so interspersed with dramatics, news casts,

variety shows, commercials, and music not suited to the uninhibited "shagging" of adolescents that continuous dancing is entirely out of the question.

Phonographs such as those used by music departments do not ordinarily have sufficient volume to be satisfactory for school parties. It is one thing to listen to recordings in a classroom or in a room especially designed for intent listening, but it is something quite different to hear a phonograph above the sound of the shuffling and stamping of a hundred ecstatic pairs of feet. Laughter, talking, and shouts also contribute heavily to the general uproar which furnishes positive proof that the party is a tremendous success.

"Juke boxes," however, have been found to be capable of holding their own under even these difficult circumstances. The chief difficulty lies now in arranging with an owner to rent a machine, if the school does not already own one. The number he had at his disposal before Pearl Harbor was usually limited, but now the difficulties are much greater because new "juke boxes" are no longer obtainable, and those now in service are wearing out. Consequently, an owner is reluctant to place one in a school unless he can be guaranteed an income comparable to one he would receive from places where machines are in frequent daily use.

Two pupils of the University of Wyoming High School surmounted the obstacle by building one, largely of salvaged parts of old radios and phonographs. The results of their efforts were so satisfactory that their product has been used for all school dances since it was built. The small amount of money the boys invested in its construction was paid back within a short time by means of their small rental charge, and the boys have since been realizing a little profit on their investment.

Plans for the construction of a similar machine are so easily obtainable that almost any boy—or girl, for that matter—can build one. Or building a "juke box" might well be a project for one of the science classes, probably most logically a class in physics. The educative experiences that could be derived by making its construction an undertaking for a physics class are too obvious for discussion here.

The means of getting a "juke box" constructed, however, are, so far as most pupils are concerned, of small moment. What is of major importance is the assurance that dancing parties may be continued at least as long as phonograph recordings are available.

In England today they tell the story of the prayer of the little girl who in the midst of a succession of nights of terror by bombing, prayed for her grandparents, for her father and mother, for her brothers and sister, asking that God take care of them, and then concluded, "and now God please take care of yourself, for if anything happens to you, we're all sunk."—*Youth Leaders Digest.*

Yearbooks in Wartime

YEARBOOK staffs today face a crisis. Successful publication of a yearbook is not a simple matter in normal times. Yet it is not impossible even when the United States is fighting a global war.

To be sure, some schools have abandoned yearbooks—for the duration, they say. Off-hand such a policy may seem patriotic. Actually it is not. Why? Permanent records of the school's service in war time will help to build morale.

True, production costs have increased. For proof, consult the printer, the engraver, the photographer. The 1943 yearbook dollar will not buy as much as did the 1942 yearbook dollar. There's no doubt about that.

Consider sources of revenue. Local advertising is declining. Some firms have gone out of business. Others, handicapped by shortages of goods and labor, need no advertisements to sell what they have. Yearbooks never have been a favorite "charity."

Classes, clubs, and organizations which sometimes subsidize yearbooks likewise may have less to contribute to the budget. Many group activities have been curtailed. In other instances available funds have been diverted to war work.

Many special sources of revenue have been abandoned. For example, cake and candy sales were eliminated by sugar rationing. Transportation limitations make it difficult to attract crowds to parties, concerts, plays and carnivals often used to obtain funds.

Sale of portrait and group prints, view and candid photographs, halftones and slugs, is virtually eliminated. Indeed, shortages of film for photographs and of metal for halftones may reduce the number of pictures in yearbooks.

To this recital of obstacles, many staffs can add many more facts. Yet despite their lamentations, it is not necessary to abandon the yearbook. Indeed, the service rendered by schools in war time is just as worthy of permanent record as that performed in times of peace. It should be chronicled adequately and accurately.

Well, what should the staff do? First, it should tell the truth to the students. Promotion managers should outline the facts as they are. They should admit that, since conditions can't be made to fit yearbook demands, the yearbook should be made to fit the conditions.

Yes, let the staff state its case frankly. If the student body is taken into the staff's confidence, it may help to suggest remedies. The staff may send out its inquiring reporters, take a poll, conduct a survey, sponsor a contest, or devise other means to elicit definite and practical suggestions.

Given an opportunity to speak up, students may decide either to accept a more modest book or to pay a higher price for it. They also may suggest ways in which the school's war record

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can be most effectively presented in permanent form.

In fact, now is a good time to revolutionize the book anyhow. The formal, traditional, or conventional book has become so standardized and so stereotyped in some schools that it has little educational value or historical significance. Too often a cut-and-dried affair, it should have been thrown overboard years ago.

Modern yearbooks should be functional. They should fit the needs, interests, and resources of the schools for which they are published. Slavish imitation of the collegiate yearbooks, for example, is a deplorable practice too widely approved.

How revolutionize the yearbook? Forget the rigid organization of previous books. Decide how the story of 1942-1943 can best be told. The artificial divisions used for so many years by too many schools may not fit at all today.

Examine the cover. Some yearbooks are "all cover." Thick, elaborate, ornate, these covers sometimes are wonderful and fearful to behold. No self-respecting publisher would tolerate them. Not the covers but what is between the covers should interest a student body with good taste and good judgment.

Abandon the formal departments of the stereotyped yearbook. Over-standardized books invariably have an opening section followed by departments for administration, classes, organizations, activities, sports, and the like. Such an arrangement is neither necessary nor interesting, a fact which some staffs have discovered.

Records of historical value should be printed on good paper, that is, a seventy or eighty pound smooth-coated stock. Yet it isn't necessary to have several kinds of paper or special paper for divisions. Nor is it necessary to have several colors of ink.

What about pictures? If it is necessary to reduce the number of pictures, why not eliminate the meaningless division pages and supposedly "artistic" contributions too often published to avoid offending well-meaning art departments. As always, group pictures should do more than show rows of students staring at the camera.

More attention should be given to typography. The selection of an attractive and legible display type may help to make up for the lack of cuts. At the same time it should be possible to stop the waste of white space so evident in some books.

To tell the truth, too much attention has been given to the physical appearance of yearbooks. Many yearbook staffs have forgotten the art of

writing. While newspaper staffs regularly are interesting students with few if any cuts, yearbook staffs have thought that they were publishing a picture book—that and nothing more.

Can yearbook accounts be interesting? Of course they can. This year there is so much that is new and different to write about. Every student, every teacher, every person affected by the school has been touched by the war. Yearbook writers will find more that they can cover adequately in the space they have.

Now is the only time to prepare a complete history of the school in 1942-1943. The 1943 class will be graduated this spring, and its members scatter. So will the teachers. Hence, it is highly desirable that the high school yearbook be published to preserve local educational history.

Every yearbook staff faces a challenge as well as a crisis. It is a challenge to meet the opportunity. It is a challenge to scuttle the stupid policies which have made some yearbooks so useless. No, the 1943 yearbook need not and should not be like the 1942 yearbook. It should be much different and much better.

A Class Play that Emphasizes Class

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A CLASS play should be, as the name implies, a play planned and produced as a class project. Often, however, feeling that a class operates inefficiently and unintelligently, a class sponsor will assume the major responsibility for not only the selection of the play and cast, but also for conducting the business end. The following plan is not original nor unusual, but it did encourage the Juniors of Salem to assume responsibility for their play.

In selecting a class play, the initial step was an assignment in the English class, discussing the various types of plays—farce, comedy, and drama. Then a study of the type of play which would suit the needs of the class and the community followed. Emphasis was placed on getting students to suggest and examine values. One student reviewed previous class plays. Finally, a written exercise on "The type of play I would select" concluded the study. The three individuals writing the most logical papers were asked to serve as a committee to select a play.

Likewise, selection of the cast was preceded by a discussion of acting. We began by talking informally about interesting movies. In the meantime certain members of the public speaking class had prepared characterizations of the various parts in the play. After they had presented these to the Juniors, various members of the class were urged to prepare similar charac-

terizations, using actual lines from the play. Some of the students decided they did not possess the necessary acting ability; others prepared several parts hoping they might fit one place or another. When all members of the class and the sponsor had scored the try-outs, the resulting score cards formed a basis for a final selection.

After the cast had been selected, the following list of additional tasks was placed on the bulletin board:

- Securing costumes
- Making up the cast (a boy and girl)
- Planning the tickets
- Typing
- Mimeographing
- Planning the program
- Selling advertising in Stroh
- Selling advertising in Hudson
- Selling advertising in Ashley
- Selling tickets in Stroh
- Selling tickets in Hudson
- Selling tickets in Ashley
- Selling tickets at the school
- Selling tickets the night of the play
- Securing stage properties
- Securing stage furnishings
- Planning and managing lighting effects
- Planning the staging of the play
- Advertising in the newspapers
- Making posters
- Entertaining between the acts
- Advertising in the school paper
- Prompting actors
- Student directors (a boy and a girl)
- Ushering

Students were urged to volunteer for a task, and most of them did. Of course, many of the jobs required special information or skill. The director tried to supply these requisites by providing reading material and a chance for practice under direction. Thus, the boy and girl who made up the cast not only read widely and decided on the necessary make-up, but practiced under the direction of the sponsor.

Certain precautions are necessary in using this plan successfully. In the first place, an attitude of mutual helpfulness and cooperation must be encouraged between various members of the class and between the class and the sponsor. The director must exercise considerable patience at times. He is often tempted to finish a task himself in the interests of economy and efficiency.

Secondly, this method of play production cannot be followed haphazardly. Each individual must understand his task, and understand just as well the confines of his task. Finally, the director, who, in spite of this method, is charged with the success or failure of the play, should require that all details pass under his scrutiny. Thus, plans that are not satisfactory can be changed before it is too late.

This method of play production allows for initiative, resourcefulness, and responsibility. It is largely a trial and error method, but isn't life like that?

More Athletics Now, Not Less

AS WE enter the New Year, there seems to be a wave of uncertainty among some athletic directors in high school about this year's athletic program. The hysteria has entered the ranks of the boys who are our high school athletes, and they are anxiously asking the question, "Will we have athletic teams this year or do we have to drop the various sports for the duration?" These boys should be told that there is every reason to believe that the program will not be cut, but rather enlarged under a new set-up. The new type programs call for a greater number of boys participating on competing athletic school teams. This brings to mind several questions which need further clarification.

"What can we do about the transportation problem?" The situation of travelling is getting worse, not better. We did not have automobiles or buses using gasoline for transportation in the early days, but we did have athletic competition. Is there any reason why we can't have our athletic competition now, but set up on a basis different from that of our peacetime program? Our new program must be geared on a wartime basis, and this means a curtailment of trips, especially any long trips.

We must be determined not to use private cars or special hired buses to transport teams. This means that buses which transport school children only, should not be given authority to transport teams from the school which gives this bus company business. Furthermore, we can use the trains and public buses which follow regular public schedules. Of course, it means much inconvenience for those in charge of transporting a team, and it means longer traveling time, but it can be done. If buses which follow regular routes are used, we are not using any more tires or gas than ordinarily would be used. Furthermore, it is paramount that short trips to easily accessible schools be scheduled. It is also suggested that a series of games be arranged with each neighboring school; i. e., School A plays School B a series of best two out of three games. The most that either school travels is two trips, and since the schools are near each other, the amount of traveling is a minimum, and each has potentially three games on its schedule, at least two games.

We should have more and more, then again still more athletic competition among representative teams on the above suggested basis. Furthermore, this competition should not be for public consumption. It should be arranged to suit students of competing schools. Is there any reason why we should not have athletic competition after school during the week, thus eliminating all night competition and all weekend games. Perhaps this may not satisfy "Joe Public" or many friends of the boys on the

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teams, but it would satisfy our war effort to conserve on transportation and to enlarge upon healthy athletic competition. Perhaps many of the evils of professionalism—playing for scholarships, proselyting of athletes, etc.—would disappear. This in itself would justify the new proposal.

Perhaps you may be one who is saying that the new suggestion means going back to an intramural program and abandoning the varsity program that we now have. In reality it means the promotion of a larger intramural program and the organization of a large extramural program, which is the varsity program without the public glamour. Is there anything wrong in promoting a program of extramural athletics as an outgrowth of intramurals instead of a varsity program? Furthermore, there should be no fees charged to see these games, and when they should be played is up to the schools participating.

The next problem one might ask is "Can we get equipment?" If you now have equipment, it is vitally necessary in the light of war needs to take the best possible care of it. Do not, for instance, play football in the rain and mud just for the sake of playing, but postpone the game until favorable weather conditions develop. Playing in the rain does not often decide the best team, as many breaks enter into a game played under these conditions. Next, the inclement weather takes much life out of equipment. It also exposes players and spectators alike to probable sickness. Boys like to play in the rain, but it is not wise for them to do so any more than it is for a coach to take other chances on the safety of the boy. Surely a coach would not think of sending a boy into a football game without shoulder pads or thigh guards. Why then take chances with the boy's health, also in ruining equipment? Remember saving on supplies is helping to win the war.

Some of you may say, "But what about us who do not have equipment? Can we get it?" There will be enough for us all, if some of us do not fill our stockrooms with equipment to be used in the future. Again we need to redirect our thinking and realize that each season our teams cannot run out to play with new equipment as we have done in the past. In the interest of promoting the war, the emphasis should be on teams participating and not on how good they look in new uniforms. Neither is it important how far they travel to play, but how often they can compete against one another.

We need competition, and if we are interested in athletics and its promotion, we will continue to have more athletics and not less, regardless of what restrictions might be placed on our athletic directors. Cancellation of schedules is not solving any problem; it is accepting defeat. Do not cancel schedules; carry on as the boys in uniform do. Athletic trained boys make the best boys in uniform. Again—not less, but more athletics to help in the war effort. That is one way to do our part.

John Smith, American High School Boy, Speaks

ARNOLD E. MELZER
Director of Forensics
Central High School
Sheboygan, Wisconsin

ON A stormy night in August a squadron of American bombers left their base at Shangri-La and winged their way across a windswept ocean toward their objective. In each of the bombers of that squadron the efforts of nine individuals was coordinated into a smooth flowing integrated performance. The pilot at the controls, navigator at his instruments, the radio operator at his radio, the bombardier at the bomb releases, and the machine gunners at their posts each performed his individual prescribed duty and relied upon the fellow members of the crew for safety and security. Unflinching performance of duty meant success. Negligence on the part of any member of the crew meant failure and almost certain death.

This nation is at war, and final victory can come only if every American coordinates his individual efforts in an all-out pattern of conversion to meet the realities of today and the vision of tomorrow. Defeat and eventual slavery can result if enough of us allow our selfish interests and our indifference to hamper the supreme effort of a nation fighting for its survival.

The great automobile industry has converted its peacetime plant to meet the demands of an all-out war. Education in all its phases must convert its program and its energies to meet the reality of a world at war. That conversion demands the preparation and participation of the 10,000,000 students of the American schools in the program of combining individual effort into the mighty weapon that complete cooperative effort alone can forge.

Each of us must play his part in the great drama of a democracy girding its loins to meet the challenge of dictatorship. Each one of us must realize that as we as individuals are relying upon the pilot, the navigator, the bombardier, and the machine gunner for our protection, they in turn are relying upon us to supply the implements and the materials of war and to help finance the cost of ships, and tanks, and guns, and planes.

John Smith is a high school boy, sixteen years

of age. He reads the exploits of MacArthur, of Kelly and of a host of modern Knights marching into war. John Smith, American boy, asks this burning question, "What can I do to help this nation to survive?"

John Smith, American high school boy, can play his part in spreading the message of cooperative effort. John Smith, American high school boy, can use his training in the arts of speech to coordinate the individual efforts of the people of his community into an integrated program where pounds of grease add up to tons, where ten-cent savings stamps mount up to twenty-five dollar bonds, where pints of blood add up to thousands of blood transfusions, and where Victory Gardens mean the saving of our transportation system.

The Rotary Club is meeting on Monday. John Smith, American high school boy, speaks, and \$10,000 worth of bonds are purchased.

The high school student body is called into the auditorium. John Smith, American high school boy, speaks, and 10,000 pounds of grease are collected.

The Women's Club is holding its weekly meeting. John Smith, American high school boy, speaks, and fifty women join the course in First Aid.

The Young Men's Club is meeting after church. John Smith, American high school boy, speaks, and fifty boys donate a pint of blood to save the lives of fifty boys on the field of battle.

The church society is meeting on Tuesday evening. John Smith, American high school boy, speaks, and 350 women learn more about maintaining health for their families through proper diet.

The problems that we face mount up—farm labor shortages, town labor shortages, transportation difficulties, scrap iron shortages, rubber shortages, wool shortages, grease shortages. The call goes out for car pooling plans, for blood bank donors, for victory gardens, for paper, for bond purchasers, for rooms for roomless workers, for mason jars, for messengers, for nurses' aids for Red Cross workers, for air raid wardens. John Smith, American high school boy, adopts his training in public speaking to meet the realities of a nation at war.

If we at home as pilots, navigators, radio operators, bombardiers, or gunners fail to play our part, our negligence may mean failure and defeat—and almost certain death.

John Smith, American high school boy, is ready to play his part in the drama of a democracy preparing to meet the challenge of today and to make realities of its vision of tomorrow.

John Smith, American High School boy, knows that this is a war for keeps, that Hitler is fighting for keeps, Hirohito is fighting for keeps, Mussolini is fighting for keeps, and that we, too, must fight for keeps every day in the week, twenty-four hours a day.

I want a patriotism which is good every day in the year.—Skinner.

Questions for the Commencement Committee

FOR OVER two decades a few leaders in the field of secondary education have been advocating that commencement activities should be "vitalized." Also, we have heard much about the "new type" vs. "traditional" commencement programs. In all too many schools, however, commencement activities are influenced largely by tradition and are not vital either to the graduates or to their parents. Then too there is much confusion concerning terminology. As Dr. McKown¹ has repeatedly pointed out, commencement refers to the entire schedule of the week, while the single program when diplomas are awarded is the graduation. As the Graduation Program is the important activity of commencement week, most of the activities of the commencement committee will deal with the plans and preparation for this program.

If commencement activities are to be well planned, at least two things are essential: First, the commencement committee must be made up of capable faculty members and students who are not afraid of hard work. Second, this committee must start work early in the second semester. March 1st should be the dead line in any school. Some committees have their work well planned before the Christmas holidays.

The graduation program should be not only dignified and beautiful; it should be the outstanding event of the school year. This means that the commencement committee is confronted each year with a different task. As most of the members of this committee should be students, the problem of informing the committee personnel relative to their responsibilities is an important one, also one that must be repeated each year.

The following questions are ones which should be thought through each year by the commencement committee:

1. HAVE YOU CAREFULLY STUDIED YOUR JOB? Four activities for the committee might help here. First, a careful study of the work the committee did last year should be made. Second, a study of the literature. Most committees will find McKown, H. C., *Commencement Activities*, Macmillan Co., 310 pages, a must book. Third, a vitalized commencement package may be secured from the National Education Association. Fourth, some committees make it a practice to write other schools for new ideas. Many schools will testify that student participation and the use of carefully prepared student pageants have added both life and meaning to their graduation program.

¹McKown, H. C., *Extra Curricular Activities*, The Macmillan Co., p. 528.

FRED B. DIXON
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2. HAVE YOU PLANNED A BALANCED SCHEDULE OF ACTIVITIES? In addition to the graduation program quite a number of activities have been added to the commencement schedule. Some of those most frequently found are: Baccalaureate Service, Class Day Exercises, Assembly of Awards, Senior Class Play, Alumni Reunion, Junior-Senior Banquet, Senior Dance and Faculty Reception. The problem facing the commencement committee is not to arrange for a long list of commencement activities, but to arrange a balanced schedule of those activities which will meet the needs of the present graduating class. The emphasis here should be on the quality, not the quantity, of the activities.

3. ARE YOU WILLING TO BREAK WITH TRADITIONS? Most high school seniors and faculty members will answer this question with an emphatic "yes." When the commencement committee meets, however, a frequent comment is, "Yes, but the class last year did not do it that way!" Traditions are important and frequently helpful, if they are good ones. No activity, however, in the secondary school has been handicapped more by traditions than commencement activities. Commencement committees, in this war year especially, should look Mr. Tradition straight in the eye and raise these two questions: First, is this activity needed? Second, are we planning our commencement activities in the best and most efficient way?

4. CAN YOUR COMMITTEE CARRY OUT ITS WORK IN A DEMOCRATIC WAY? Will your committee be dominated by the class president, The principal? The class adviser? The director of music? The committee chairman? The director of dramatics? Or will each of these just add his important bit? Will you give many members of your class an opportunity to serve on one of the commencement committees? Will some one check to see that each committee carries out its work promptly and efficiently? Will some responsible person coordinate the work of the various committees?

5. WHAT IS THE PURPOSE OF YOUR GRADUATION PROGRAM? Some questions which might indicate an answer are: Is it just tradition? The principal wants one? The community wants one? To honor the graduates? To show the community what the school is doing? Because there was one last year? To act as an incentive to underclassmen? A chance to wear a cap and gown? To hear a message? To be inspired?

To impress the members of the Board of Education? Obviously some of these are not valid reasons for a graduation program. The commencement committee should study this question. Then, after getting help from the graduating class, formulate the purposes which are to be carried out. These purposes should be reported to the entire class so that all may know the declared purposes of their graduation program. This is an educational activity that is too frequently overlooked by the commencement committee.

6. WHAT GUIDING PRINCIPLES WILL YOU FOLLOW IN PLANNING YOUR GRADUATION PROGRAM? The answer to this question depends, in part, on the objectives that are to be realized. Can you arrange for dignified and skillful pupil participation? Can you secure the participation of the entire class in some way at least? Can you make the program inspiring, intellectually as well as emotionally? Can you also make your graduation program educative for graduates, parents, and the community? Can you "grow" your graduation program out of the life of your school? Can you do these extra things well and still keep your class work on a high plane?

7. WILL YOU HAVE TIME TO EVALUATE YOUR WORK? School will be out when your work is completed. Yet an evaluation will be helpful.² A report should be made. The following statement was emphasized in a committee report¹ last summer: "It is just as logical to attempt to evaluate the various events and activities of the commencement schedule as it is to attempt to measure the student's success in algebra, Latin, or English. It is probably more difficult because of our lack of experience with such evaluation and also because we do not have instruments with which to measure. However, these will come in time if school people develop a policy of attempting such evaluation." Were your commencement activities well planned? Beautiful? Satisfying? *Was your graduating program an inspiring climax to your school experiences?* One mother whose daughter has also graduated from a large university said, "The three most important events in the life of a girl are: birth, graduation from high school, and marriage." Did you make this important event meaningful in your school?

For some of these questions there is no "right" answer. In studying them, the commencement committee will want to consider local conditions and the desirable school traditions of the community. The important consideration here, as with any other school problem, is not who is right, but what is best for our school. Furthermore, the faculty sponsor of the commencement committee may be aware of the problems suggested by these questions, yet each year there will be a new group of students on the com-

mencement committee. Because the personnel of the student members of the commencement committee is continually changing, an important responsibility of the faculty sponsor is to lead each new group in a study of the purposes and also the techniques of commencement management.

Students Guard Chicago Vocational School

I. M. FENN

Chicago Vocational School
Chicago, Illinois

BEFORE the Navy completely took over the Chicago Vocational School, the important and difficult task of guarding this large done by the student government.

Students enthusiastically volunteered and gave up their study periods, for this patriotic service. Guard squads were organized, and a captain and lieutenant for each squad were elected by the student guards. Guards were given arm bands and assigned posts throughout the school for each period of the day.

The officers of each squad were responsible to the student government sponsor for each guard. They kept a close check on their respective guards through the use of the Guard Service Card. This handy card was designed for each month of service for each squad, and the accumulated cards were kept on file in the office. Each student guard then had a record of service and, therefore, honor point credit toward a service letter.

Students, teachers and other school employees were given official passes for the purpose of identifying each and every individual in the school. The name of the holder of each pass and the number of the pass was kept on record in the student government office. These official passes were used to gain entrance to the building, to leave the building, or when challenged in the building.

A visitor or parent upon entering the building was directed to the supervisor of the guards, appointed by the office, who recorded the name, address, time entered, and business to be transacted. The individual was given a visitor's pass and escorted by an office guard to the person whom he wanted to see. The individual was also instructed to check out with the guard when he left the school. The visitor's pass was to be returned by him to the guard at the nearest exit before he was to be permitted to leave the building. The guard then recorded the number of the pass and the time the pass was handed to him. These passes were later collected by the captain or lieutenant and returned to the supervisor, who completed the record of each visitor or parent by recording the time left. This record was very important for the purpose of checking each individual in the event of an unusual

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¹See McKown, H. C., *Commencement Activities*, Macmillan Co., pp. 288-92 for a very helpful evaluation chart.

²Report of the committee on Commencement Activities School of Education, Northwestern University summer 1942.

Teaching to Eliminate Gossip Columns

NEWSPAPER reports of daily history, the daily recordings of events and of people's activities have always been of interest to both the newspaper writer and his readers. A radio buffoon once remarked, people have more fun than anybody; and the common interest of people in one another's doings makes for the success of newspapers, magazines, books, radio programs, movies, conversation, and any other medium for the transmission of news.

High school students are no exception to this. They are vitally interested in everything about them, and are often uninhibited in their quest for information or in their impulse to disseminate news. Added to this is a newly acquired interest, an all-powerful addition to their lives—an interest in the opposite sex. This puppy love stage of their sexual development has certain characteristics that are well known to parents and teachers. At this point in their lives, it is quite satisfying to advertise a newly acquired love for a boy or girl, and it is equally satisfying to do this advertising for another recently smitten couple. If the affair lasts but a few days, the group is quite willing to swing their attention to the next affair with equal zest, and to the subsequent ones just as easily and rapidly. With this sex angle added to a natural, previous interest in other people, it is no wonder that fences, sidewalks and walls advertise that Johnny loves Mary, or display hearts bearing the love-suffering youths' initials. They love the advertisement as much as they love love.

A high school newspaper has the opportunity to be a legitimate news organ. The school paper for which the writer was an adviser a few years ago appeared once a month in sixteen pages, publishing news items in addition to an average of four to five hundred inches of advertising. The city's daily paper, while fully cooperative, informed the writer one day that such a school paper, with a student circulation of approximately 1,000, was definitely considered competition. Few high school publications realize this. Few high school journalists or their advisers seem to realize that a student reading public of 500 is not the end of this audience. After Mamma and Papa, and perhaps some brothers and sisters, read the local school paper, a few other relatives, neighbors, and friends may look it over. Such a spread may easily double or treble the circulation.

When the adviser to a school paper realizes this fact, the subject of acceptable news for school publication assumes a new importance. The easily written gossip column, with its notification that "Tubby now spends all of the fourth period gazing in breathless rapture at the blonde named Susie" takes on a rather dangerous aspect. Put these facts together and you have a difficult teaching job placed directly in the journalism adviser's lap.

EDWIN A. FENSCH

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Gossip columns, as ordinarily printed in a school newspaper, are full of dangers. For one thing, printing the fly-by-night love impulses of junior or senior high school students is not good journalism, in spite of the examples set by Winchell and others. Chatty informative notes on celebrities, such as one finds in the better magazines, is good journalism; but reporting the mushy-gushy looks between two ninth graders who never noticed each other before, is not. Reporting this type of news gives students a false sense of news values. Instead of demonstrating to them that their activities on the student council last week were among their most important achievements, it has a tendency to develop a "social climbing" attitude, with success being synonymous with mention in the gossip column.

Much that appears in gossip columns is no one's business. If two students had a date at a school dance, that is a purely personal affair and has no news value in proportion to a date between two leading movie stars—if indeed that has much legitimate news value. Either is debatable. Cluttering a paper with gossip columns forces out legitimate news to make way for this trivia written in such columns. Furthermore, the importance attached to these items by students tends to lower in value the outstanding items of the paper. The writer has interviewed students who actually failed to read the front page of a school paper after completing the gossip columns!

Most important of the dangers of a gossip column are: (1) these items can damage reputations, and (2) school newspapers can be sued. Junior and senior high school students are mentally developed as much as adults, adolescent psychologists tell us, but they haven't lived long enough to "know all the answers." Consequently, the item in a column, "Why did Richard S. sneak out his father's car Friday night and ride around Mary N's home honking his horn till 12 o'clock?" seems merely an amusing report to them, but Richard S's father may not think so, and the resulting damage to Richard's reputation in the city—not to mention Mary N's—may be far from amusing. Least amused of all would be the school and its newspaper staff if Richard's father were to take legal action and the paper were ordered to cease publication, as happened once in this country.

Although the students on a particular school paper staff may write innocuous gossip items that do no one any harm, the situation still demands that they be taught the poor taste shown

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Speech Audience Affinities

SECTION I: SPEECH TO AUDIENCE

LARGELY an afterthought with activity groups, is this medley of faces, this entity called *audience*. Especially the school audience. But speech without the audience is like Hamlet without Hamlet.

SCHOOL AUDIENCE CHARACTERISTICS

On first blush, the school audience may appear sophisticated. Yet the student is naive at heart. Behind posed attitudes are lithesome sympathies, homespun emotions. The speaker has only to penetrate the outside veneer to reach the inner individual. He must do this, however, under the guise of sophistication. Thus the student will be able to endorse his conclusions without losing face. The speaker's appeal may be a simple one, but clothed in apparent logic and enterprising soubriquets of the moment. Students delight in being identified, as it were, among the select progressives.

But the student audience has more pronounced characteristics which furnish clues for the alert speaker:

(a) Students are very susceptible to group approval or disapproval. They are easy prey to bandwagon psychology. Crowd feelings are contagious. Thus individuals can be corrected through group approval or disapproval. As Woolbert estimates, "In most audiences . . . the vast majority of the people keep their social coats on. . . . When on display most of us are wonderfully moral, helpful, virtuous, honest, cleanminded, deliberate and foresighted."

(b) On the other hand, the group challenge works in an opposite direction. The group may frown upon individuals in it, but resents a direct challenge to itself. Also, a member of a group so challenged will rally to the group banner, even if as an individual he would have thought otherwise.

(c) The "we" approach minimizes any feeling of inferiority or superiority between speaker and audience (basic causes of stage fright.) Any kind of social wall irritates the listener, even one in which the speaker regards himself as inferior and resorts to an "I am thy servant" approach. At times it may not even be sincere. The patronizing, unctious, effervescent manner may backfire in its effect just the same as the overbearingly superior type. The audience prefers the speaker who is confident without being overbearing, sympathetic without being melodramatic.

¹Persuasion: Principles and Method, Quarterly Journal of Speech, Vol. VI, pp. 12-25.

EDWARD PALZER

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AUDIENCE PSYCHOLOGY

Noteworthy is the fact that the spectator is not impressed in exactly the same way as an individual in private conversation, although there are certain elements of thought and reaction common to both. An analysis of one situation helps in understanding the other.

In the presentation of his material, the student speaker should keep in mind the fundamental factors of attention and association. The listener remembers material chiefly because of its *affinity to some experience of his own*.

While admittedly a relationship exists between the physical reaction of the listener and his mental attentiveness, the listener, conditioned by years of exposure to speeches and speakers, may outwardly affect an interest he does not have. For this reason, the speaker should make doubly sure that he is not flinging needless dispellants in his mental path as he proceeds.

SLEDGEHAMMER MONOTONY

Of the two types of attention, spontaneous and voluntary, the speaker is naturally more pleased when he already has the voluntary. But he will not always have it. Hence he must consciously labor to make the stimulus sufficiently vivid to overcome other distractions. The cultivation of intensity is therefore a part of his technique.

But intensity is like a spice. It is easy to use too much. Its prolongation in the speech soon degenerates to monotony. Observe the mesmerizing effect of the sledgehammer delivery, the pounding boiler-plant thump which paralyzes



attention little by little until the listener bows listlessly under the spell.

All emphasis is then equal to no emphasis. Monotony becomes the greatest single dispellant of audience attentiveness. Once habitual in the speaker, it is most difficult to overcome.

Nor is the effect of monotony confined only to the style of delivery: it may be inherent in the very arrangement and selection of subject matter as well. Consider the listener's attempt to follow the thread of a single idea: he can not sustain attention on any given object for more than a few seconds. Recourse to the effete "in other words" does not change the fact that it is the same object, although each change of terminology does help some in banishing monotony. But the speaker must constantly come up with new angles and aspects of the object.

This raises the possibility of using repetitions. Beyond doubt they have an emphasis value in speech, but may soon lead to monotony. There is also the law of diminishing returns, operative with each added repetition. Hollingworth found that two assertions are not doubly effective. Instead, they are not more than 1.6 times as effective.² And if they are not spaced, they may not even reach that point. Jerisild pointed out that each repetition must be separated at intervals in the speech to be effective at all.³ No speaker can afford to make uneconomical expenditure of the speech time when it is considered that even under the most favorable conditions, the listener may be expected to forget no less than two-thirds of what he has heard within a week.

ASSOCIATION

It is also known that ideas march together in groups or clusters. One idea suggests another. A novel idea becomes more acceptable when it is shown to be but an extension or application of an old, tried one. The important thing is that ideas cannot be revived independently. Their recall is directly dependent upon other ideas. Facts mean little in isolation. Ideas cannot exist in a vacuum. Thus, experiences of close affinity are easily associated. Even opposites have in themselves the nature of similarities, and the speaker, in his search for audience stimulators, will not overlook these.

OBLIVIOUS METHODS FAIL

Another item of interest to the amateur speaker especially is that emotions come in a mixed state, seldom alone. That is why the speaker who tries to influence his audience directly via the single-emotion channel may be only partially successful. The listener is, in fact, quick to resent the speaker's appraisal of him as gullible. The average auditor is not flattered at the thought of being catalogued as an easy mark.

Thus when the speaker has recourse to the single-emotion approach only, his method becomes too obvious. And when any method over-reaches in that way, it defeats its own pur-

pose. Such a speaker bles out his technique: "You must know that I am now working upon your fear, patriotism, anger, sympathy, or what not."

And the listener's reaction perhaps: "So you suppose you can play upon me at will!" His mental guard is up at once. Already the speaker has alienated himself and perhaps also his message from that listener.

Similar is the plight of the after-dinner speaker who strangles his joke by chortling, "This reminds me of the story of the fisherman. . . ." Again, the listener's mental guard is up. Here's a challenge. This fellow thinks he's clever. This will have to be a juicy tid-bit!

One plea, one emotional track—risky yes. Perhaps the student speaker is proficient in that one only. Perhaps it is the only appeal he has ever analyzed. Its obviousness may have caused him to overlook other and more subtle strands in the emotional scale. But he should know that adults in every day existence—the audience for which he is presumably being groomed—does not palpitate measurably at his interpretative and elocutionary laurels. Rather, it craves understanding and recognition of its own interests.

Nor are these interests always predictable. Beatrice Lillie got her start as a comedienne singing sad and serious songs. She sang with a profound manner and a pained expression. Her delight was the "psychic" audience, which accepted anything she did as funny, when the unplanned seemed to go off even better than what she had carefully rehearsed for weeks.⁴

AUDIENCE PREJUDICES

Audiences have other characteristics too: they shy away from the "professional" or polished performance. That speech which comes off without a hitch may also be the least effective. There is a certain slickness which suggests insincerity to the listener. Any exaggeration, either of the "conversational" or of the "eloquent" school, will invite suspicion.

Whatever is too direct has the same outcome. The listener resents having the speaker change his mind for him. If then, that speaker blunders and announces as much, the listener may close his mind to entire blocks of the speech. By taking the indirect approach, and not being too much in haste to label every idea as he goes along, the speaker can save his cause. By shifting his approach, he can induce the listener to "hear him through."

By that time, sheer attention, in itself a form of response, will have carried him along in agreement with at least part of the speaker's outline. For, as Woolbert attests: "All response involves acceptance—to respond to an object at all is to acquiesce in the assumption that the object is there, that the object is real, and that it is worth responding to."⁵

⁴Audiences Always Beat Me, "Stage," Vol. XIV, No. 5, p. 41.

⁵Persuasion: Principles and Method, Q.J.S., Vol. VI, p. 12-15.

²Psychology of the Audience.

³Journal of Applied Psychology, Vol. XX, p. 611.

ATTENTION

Change, variety—that is the basis of attention. It applies as well to the sensory approach used. For instance, Hollingworth found “it easier to attract attention through an unoccupied sensory channel than through the one at the moment actively engaged.”⁶

Thus the noisy crowd is not overcome by more noise. Already the listener's ears are overtaxed. But the eyes, relatively unoccupied, become a transfer-agent of the listener's attention. The speaker has only to wait. Gradually, the audience will quiet down as attention passes from the auditory to the visual.

BELIEF

Vast amounts spent each year on advertising arouse curiosity about the detriments of belief. Here again group approval seems to be a strong factor.

For example, an investigation was made of the advertising of a well-known safety razor: “All agreed that the new razor was better than the old, and would pay \$5.00 for it instead of \$1.00 for the old. In supporting their belief they cited a statement from the advertisement about the ‘micrometric control of the blade position,’ but not one of them could explain how such control was gained or how it was an advantage. Likewise, they believed the ‘channel guard’ was an improvement, although they could not tell wherein the improvement consisted.”⁷

Lund found also that statements, even if true, must not conflict too sharply with previous experience of the audience: “This is the case when the truth is too startling or surprising to be believed.” An example of this was trunk advertisement, in which an elephant was shown standing on top of a trunk to demonstrate its strength. The reactions are interesting: only about one person in five believed the advertisement. Several refused to believe that a trunk could be constructed strong enough to hold the elephant, others doubted it, some even questioned whether the original photo had been tampered with.

STUDENT APPROACH

The inexperienced speaker is likely to under-rate his listener by dragging out preliminary material. Or he may be inclined to overrate his listener by proceeding more rapidly than the material can be assimilated, like the case of the young lady who admitted that she already “knew” more than she could “understand.”

Two mistakes are common in the student speaker's approach to his audience. He may apply the cosmic stroke, so broad that his message becomes a thing impersonal, if indeed there is any message left at all. The seasoned speaker would begin with these wider interests, but he would relate them carefully to those already nurtured by the audience. As Woolbert suggests: “Mention the old stock of pet notions, favorite truths, coddled fallacies—revive cherish-

ed memories and associations—repeat old laws, proverbs, stock credos, tribal incantations—any kind of superficial abracadabra.”⁸ Then from larger social interests he could proceed to those of the individual.

TOTAL EFFECT

The other mistake runs in an opposite channel. Whereas the student speaker's handling of subject matter is likely to be too broad, his technique of delivery is likely to be too narrow. He has a tendency to isolate and amplify individual factors of delivery, such as enunciation, posture, emphasis, and so on—to the detriment of the total effect.

Many fresh implications grow out of what Monroe calls “the fairly definite discovery that audiences are less affected by the details of the speaker's performances than by the general impression or grand total effect that he makes. . . . Unless the speaker has some defect which is so apparent that it sticks out like a sore thumb, his effectiveness in influencing opinion is not impaired if he has enough good qualities to outweigh his specific weakness.”⁹

Alexander has the same concept of the total effect: “It has been proved experimentally that where the speaker pays undue regard for delivery, to the flow and phrasing of his sentences, or where he quotes a mass of dates and statistics, both he and his audience will suffer from fatigue.”¹⁰

IMPROVE STRONG POINTS

Monroe continues: “Speakers should not be discarded merely on the basis of some one defect; nor should they be chosen merely because of the absence of specific defects (they may be mediocre all around).”

Consequently, the instructor should be searching for the student's strong points and developing them rather than calling his attention constantly to imperfections and inadequacies: “With the exception of attempting to eliminate the noticeably irritating defects, less attention should be paid to specific weaknesses of the student speaker, and more to the strengthening of his points of effectiveness and to improving the general impressiveness of his presentation and the substantiality of his remarks. Speech training should strive to develop speakers in terms of their individual traits and abilities, rather than to train them all to a mediocre level of proficiency in every detail of speech performance. This, because audiences do not seem to notice the detail, but instead depend upon their general impression to determine the action.”¹¹

Instruction then, should properly be directed toward the objective of total speech, rather than toward units of action or voice; feeling patterns, rather than isolated appeals to emotion; associated thought patterns, rather than meaningless words or phrases.

As Monroe observes, “Such things as ‘emotion-

⁶Psychology of the Audience.

⁷The Psychology of Belief, Journal of Abnormal Psychology, Vol. XX, p. 174.

⁸Persuasion: Principles and Method.

⁹The Measurement and Analysis of Audience Reaction to Student Speakers, Studies in Higher Education, Purdue University, XXXII, p. 77.

¹⁰Thought Control.

¹¹Ibidem, p. 78.

al appeal', 'gesture', 'enthusiasm', 'logic'—do not exist for the audience as independent unitary factors in the speaker's performances."¹³

CONTEST JUDGING PARADOXICAL

Moreover, "the opinions of a few 'expert' judges regarding the relative effectiveness of speakers need no longer be relied upon. . . . If the practical purpose of speaking is to influence the audience, why not use audiences themselves to measure speakers' effectiveness?"

Of course, the audience could not be relied upon to "analyze the value of this or that detailed aspect of speaking—since audiences seem less prone to analyze than to evaluate in terms of broad general impressions."

To analyze, then, would seem to be the task of the speech instructor, and even he should be careful not to make the analysis too much an affair of little segments, as though they were self-sufficient units.

To evaluate, then, would seem to be the prerogative of the audience. If that audience at any time decides that a speaker is not effective, —well, he's not, despite any other ruling the experts may make.

Nevertheless, in speech contests, there is the rather paradoxical situation of the judge being asked to do both of these things: that is, to analyze, and also to evaluate. Since he can do neither adequately, would it not be more feasible to place the responsibility of analyzing to the instructor, and the prerogative of evaluating to the audience?

AUDIENCE BALLOTS

Several ballots for recording audience opinion have already been tested for their validity as opinion determinants. Even a simple ballot is better than none at all, since it serves to focus attention of participants on the importance of the audience.

The "Woodward Shift of Opinion Ballot" is composed of simple questions and answers on a mimeographed sheet. The individual member of the audience is requested to check his opinion on the proposition or topic of the speaker, whether pro, con, or undecided. He does so once before the program, and once afterwards. In this, he has an opportunity to note any change of opinion which may have occurred as the result of what he had listened to. The after-discussion wording should be sufficiently flexible to admit deviations. For example, the listener is given an opportunity to state whether he is:

(a) *More in favor* of the idea than before (assuming that he was "in favor" when entering the auditorium).

(b) *More opposed* (assuming that he was already "opposed" when the speech began).

(c) *View unchanged* (thus if he already was in favor when the speech began, and his opinion remains unchanged, nothing conclusive can be stated about the speaker's influential ability either way).

(d) *View changed from "No" to "Yes."*

(e) *View changed from "Yes" to "No."*

¹³Ibidem, p. 9.

EMOTIONAL SINCERITY

Whatever the purpose of the speaker, whether it is to impel immediate action, to evoke a response, or merely to inform, he would in each case prepare the listener through such affinities as may exist between them on that particular topic. He would search out common emotions. These assume more importance if the speaker is personally known to the audience as he is in the school situation. It is a situation quite different from speaking to an out-of-town audience of strangers.

Classmates will generally tolerate one another's efforts at speechmaking if a favorable atmosphere prevails. But the would-be speaker is frowned upon if his conduct off the platform is inconsistent with his "stage glamour." Students are quick to recognize a "bluff." Merely putting on the right pious look will not save the speaker whose everyday contacts mirror thoughts inconsistent with those in the speech. He must come to realize that his speech can never be anything more than he himself is. Thus he may come to lament that he is not a prophet in his own land. Perhaps he is on the outlook for greener pastures in the speech events outside. But his speech contacts in adult life will not be otherwise: he will be facing his acquaintances, wherever they may be.

BALANCED ACTIVITY DIET

Especially important in selecting speech activities is a balanced diet. The student actor should also have platform experience. The debater should offset his forensic fare with considerable informal experience. The student of reading and declamation should modify his elocutionary background with extemporaneous speech situations.

Leroy Lewis recalls one student who tried out for a place on his college debate squad. He had been a high school champion, and when Mr. Lewis turned him down he felt that he was not being fairly treated: "Had not the system under which he had been trained made him one of the smoothest-running, sixteen-cylinder, streamlined, hot-air pushers of his area? Had he not been told many times that he was one of the most forensically-irresistible of the newest models?"

Poor speaking habits come from such delusions of grandeur. Debaters are likely to develop a characteristic "debate manner." Pre-occupation with papers and notes may have blotted out the audience for them. In their eager absorption with the intricacies of fact-gathering, they feel they have only to unload their findings. The audience, they feel, should consider itself a fortunate recipient.

Amateur actors are inclined to become "stagey," to carry their flare for the dramatic into other speech situations. Different as these faults may be, they are derived from the self-same source—disregard for the audience.

Mr. Lewis describes the effort of another student, whom he had asked to give an ordinary informal report: "His manner was so stilted, his

¹⁴Southern Speech Bulletin, Vol. VII, No. 3, p. 70, 71.



voice so positive and indirect, his attitude so pompous and antagonistic, his speech technique so obtrusive, that by the time he had finished he had alienated, amused, and aroused his audience, but he had not communicated any ideas."

NARCISSUS COMPLEX

Emotional insincerity may also take another turn—excessive vocal display. Many a speaker possessing a powerful voice has used it so indiscreetly that one is tempted to rate the very strong voice as much of a handicap as an excessively weak one. In fact, of the two, the speaker with the weak voice may even be at an advantage. He is more aware of his deficiency. Hence he is likely to consider the audience situation more carefully than his stronger brother.

When Is a Good Voice Not a Good Voice? quizzes Harrison Carr: "*The Ladies Home Journal* recently carried an article on the subject of voice which had this title: 'It Isn't What You Say, It's How You Say It that Matters. The article itself had some reasonably sane and wholesome advice. But the title is, to my mind, just so much lethal poison in the hands of our villain.'"¹⁴

Repeatedly a speaker becomes so intoxicated with the sound of his own voice that all else is overshadowed. He echoes the youthful Narcissus of yore—who was discovered fondly gazing into the pool at the adulating reflection of his own image—tantalizingly mirrored for his own benefit.

Aside from the detracting effect the "Narcissus Complex" has upon proper speech perspective, it has even a more devastating effect upon the

¹⁴Western Speech, Vol. IV, No. 3, p. 6.

audience's acceptance of that speech. Especially so when the student speaker affects a tone and cadence foreign to his everyday speech. As T. H. Pear notes: "We attribute to some voices characteristics which we know or believe their possessors to show in their general behavior."¹⁵

SOCIAL ADJUSTMENT

That general behavior is related to speech is apparent in other ways. E. G. Flemming's conclusions indicate that a genuinely effective speaker is likely to be well adjusted otherwise: "Teachers are well aware that too glib a tongue may give the impression of insincerity, that expression may prove to be mere contentiousness; that acting may result in vapid, shallow, emotionalism."

Therefore, he advises that the instructor "take cognizance of the emotional steadiness, as well as of the emotional expressiveness of his students, if he is to have the maximum effect for good upon their personalities and social adjustments. There is a real danger that emphasis upon expressiveness to the neglect of steadiness may damage the pleasing aspects of personality."¹⁶

Moreover, the speaker's attempt to adapt himself to his audience is reciprocal in its effect, for integrative behavior is contagious. As Anderson finds: "Integrative behavior in one person induces integrative behavior in another. An integrating person accepts another as he is, thus contributing to the other's security, and thus making it possible for the other person to be spontaneous, to be himself. There is no greater psychological security than for one to be accepted as he is. This integrative relationship is called rapport."¹⁷

ACADEMIC STYLE A DETERRENT

Nor is the speaker's interest in self the only hindrance to such rapport. He may be preoccupied with subject matter too. Thus manuscript reading, petty concern with notes, and shuffling of academic paraphernalia add to the dismay of the listener.

Long sentences (over 20 words) and ambiguous phrases augment the stifling effect. It seems incredible that some speakers actually cultivate the "academic manner," so general is the listener's aversion to it. Yet the same listener may carry on a pretense of interest, sometimes unexplainably so. Howard O'Brien stumbled across a rich George Ade fable which had as its hero a disillusioned pulpit orator "who tried his best to speak simply and clearly. All he got for it was the contempt of his congregation. The stuff he gave them was so simple and clear that they figured they could have done as well themselves.

"The poor preacher was desperate. So one Sunday he got up a sermon that was a humdinger. It was full of quotations from imaginary authors; and the quotations were filled with

(Continued on page 220)

¹⁵Voice and Personality.

¹⁶Q.J.S., Vol. XVIII, No. 2, p. 270.

¹⁷Social Behavior of Young Children in an Experimental Play Situation, Genetic Psychology Monographs, Vol. IXX-XX, p. 345.

Basketball Goals Need Ceilings Too

IN A recent talk delivered in New York City by Dr. Forest C. Allen, basketball coach at the University of Kansas, Dr. Allen again voiced his opposition to the present 10-foot ceiling on basketball goals and advocated raising the height of the baskets to 12 feet. Dr. Allen, as well as many others, wants the baskets raised to prevent the so called "dunking" activities engaged in by many of the present day basketball players who approach very closely to the seven foot mark in height.

The writer of this article does not wish to engage in any controversy concerning the optimum height baskets should be placed for players at the college level, but he does believe that considerably more thought should be directed toward ascertaining the optimum height the basket should be placed for players of high school, junior high school, and elementary school levels.

It is believed, by many people, that in far too many instances, games, sports, and activities which have been invented for adults have been introduced without adaptations or modifications in playing regulations and rules to less mature players, with questionable results. Immature participants cannot obtain maximum satisfaction from activities which have the same rules, playing regulations, and field, or court, dimensions as used by adult players.

Basketball is a typical example of a game in which some adjustments can be made to accommodate the physiological and anatomical differences of various age groups. Changes need to be made which will result in wider participation and greater satisfaction to the participants. One of the suggested changes advocated which will insure more players and more enjoyable participation is to lower the height of the basket for elementary and junior high school youngsters.

There is nothing sacred about any set of rules of a game or sport, and rules should always be modified if the change is in the best interests of the majority of the individuals who participate in the activity. The effect upon, and the welfare of, the individual that plays in the game should have first consideration in any readjustment of playing regulations and rules. The National Federation of State High School Athletic Associations has been particularly cognizant of this above mentioned point, and this recognition has resulted in writing, and in publishing, by this organization, of a "Football Code" for players of high school age. This same organization has been responsible for making certain changes in track and field rules for high school boys—decreasing the height of hurdles, shortening the distance between hurdles, and decreasing the weight of the discus.

We should realize, however, that it should not be necessary to obtain the official blessing or sanction of a particular group or organization

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in order to make a change or modification in a game—this is, if the change when incorporated will result in added enjoyment, more rapid improvement in skill, or more satisfaction to the participant.

Each teacher in the field of physical education—or better still, each teacher of children—should recognize that in play activities satisfaction must result from the experience, if the child is to continue to engage with profitable results in the activity.

When Dr. James Naismith, the inventor of basketball, stood on a step ladder and nailed the original peach basket goals to the lower rail of the balcony in a gymnasium in Springfield, Massachusetts, he did so with the thought in mind that he was placing the goals for and inventing a game for, adults. Now, over fifty years later, as we drive through rural communities or visit elementary or Junior high school playgrounds or gymnasias, it is not difficult to imagine that Dr. Naismith still lives and, armed with his step ladder and new iron goals, is kept quite busy personally maintaining the 10-foot ceiling for all basketball goals. It is obvious that if the 10-foot basket height is maintained for elementary and Junior high school pupils, the physical development of the vast majority of the groups who attempt to use the baskets will not permit the fullest participation or satisfaction to accrue. The writer feels confident that if Dr. Naismith were still living, he would be one of the first to recognize the absurdity of maintaining the original and present day official 10-foot height of basketball goals for all players.

To determine the extent to which goals are placed at a height of 10 feet for younger children, a survey was made of the heights of basketball goals on the playgrounds of elementary schools located in a Missouri town of 20,000 population. It was found that the baskets on the playgrounds were all placed 10 feet above the ground. It was further discovered, in a survey of fifteen rural school playgrounds located in nine counties in Missouri, that all the baskets were also located 10 feet above the ground.

The advisability of placing baskets at this height for pupils in the elementary grades is necessarily questioned. Although the game of basketball may not be played extensively in the elementary schools, there are any number of contests and lead-up games that may make use of basketball equipment. If this be true and if one of the primary objectives of these contests and leap-up games is to throw the ball through the basket, and if one of the important out-

comes of this effort is satisfaction to the individual, then the basket should be placed at such a height as will result in the maximum amount of satisfaction to be derived from the game experience.

In the newest invented game of the basketball type we find that Dr. Allen, originator of Goal-Hi, has made provision for the very thing that the writer believes should be extended to the game of basketball, particularly to physical education classes of all educational levels and to all basketball activity below the senior high school level. That is, different basket heights for different educational levels. Quoting from the introduction to the official rules for Goal-Hi: "The rules of Goal-Hi are very simple. By means of an adjustable goal standard, which permits raising or lowering the basket to 8-, 9-, or 10-foot heights, the same standard can be used for elementary, junior high school, or college teams." It is significant that in this latest invented game the equipment used can be adjusted in order that the greatest satisfaction can come to each group of players.

Obviously, the height of basketball baskets should be lowered for certain groups who participate in the game, or related games, and for the following reasons. First, the first basket was placed more or less accidentally at the height of ten feet. Second, the game was invented for adults, and no thought was given at the time that at some future date thousands of children would be attempting to play that game, or other games using basketball equipment. Third, 10 feet is too high to place the basket for elementary school and unskilled players, if satisfaction is to come from participation in the basketball type games. Fourth, basketball type games that have been introduced in recent years have allowed for educational level differences by providing equipment that is adjustable to the ability and maturity of the players.

It is therefore recommended that studies be made to determine the optimum height for placing basketball baskets for elementary school and junior high school play, and further, that until such studies are completed 8 and 9 feet, respectively, be considered as the optimum heights for the placing of the basketball baskets for elementary and junior high schools.

Teaching to Eliminate Gossip Columns (Continued from page 211)

in such material, the time wasted in writing it, its inherent dangers, and the fact that every inch of gossip in a newspaper column crowds out an inch of legitimate news.

The adviser must expect varying degrees of protest when a staff discovers that a pet column is in danger of being eliminated. They will bring up all manner of reasons why the column is "good." Let them do it. Let them get it off their chests. But keep a record of all the arguments they bring up.

Next, bring a study of libel. Try to get them to understand the meaning of the terms libel,

character, reputation, etc. Discuss a few famous cases of libel. Then bring in their various arguments in favor of the gossip column and, through discussion, expose their weaknesses. Show them that they wouldn't want their mothers' and fathers' family affairs discussed in the local daily paper. Demonstrate by examples that a certain love affair was out-of-date when the monthly or semi-monthly edition of the school paper reached the hands of its readers. Show them the real hidden dangers in some of their items.

Finally, have student editors repeat these steps in discussing the items with pupil authors, as they are turned in for publication. It will not be long until gossip items will become scarce, for it is hard to write gossip items and still meet the requirements of good taste and good journalism. When the case has been won with staff members, when they thoroughly understand, they can meet the objections of the few readers who complain. Success in the steps outlined will result in the disappearance of gossip. A lack of material will demand legitimate news to take its place. The school will then have a newspaper, not a scandal sheet.

A Seventh Grade English Class Publishes Newspaper

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THE pupils of the seventh grade of the F. M. Hamilton Training School publish every six weeks *The Junior Vermilion*, their school newspaper.

The name of the publication was suggested from Southwestern's paper which is called *The Vermilion*. As the Training School is a small part of Southwestern, *The Junior Vermilion* was the name chosen by the pupils for this paper. It consists of four pages recording the happenings of the school.

News is assembled by the English class, which is divided as follows: editorial staff consisting of editor, assistant editor, art editor, special reporters, room reporters, and consulting editor.

Each person in the class has a job to do. A reporter is responsible for bringing in an item of interest from each room. Special reporters get their reports from the library, the cafeteria, and the principal's office. They are also responsible for bringing in the editorial and book reports. The art editors are responsible for all cartoons in the paper. The teacher is the Consulting Editor. Each person in the school gets a copy of the paper.

We must recover our original vision of democratic society, and the sense of adventure that we had during the years of pioneering—a readiness to go along different lines from those which we took in the past.—Lewis Mumford.

You Can Dramatize It

IF A child really apprehends what he has read or heard, he can act it out: he can give you the "moving picture of it." Acting is simply one of the behavior patterns—motor expression. It is the child's first outlet, his first expression.

Furthermore, acting out the idea, the feeling, the happening, fixates that idea, feeling, or happening in the child's memory. Motor learning, it has been found, is more lasting than verbal learning. That is one reason for the dramatic method of teaching, but it is not the only one.

If education implies bringing about changes in the whole personality of the child, then we can not afford to neglect the emotional side. The child is not solely an intellectual animal, although too often our methods of teaching would imply that we consider him as such.

What a child thinks about a character in a story, or in a play or even in a history book, is more important than his particular knowledge of that character. How he responds to this or that idea, or feeling, or philosophy is the focal point of interest for his teacher.

The teacher in the primary and intermediate grades has an excellent chance to build wholesome attitudes into the lives of her pupils through dramatization of events in history, or scenes from well-known stories. This form of teaching should be an activity growing out of the interests and creative ability of the class, over which the teacher should exercise only such control as will keep it within disciplinary bounds. The "show" should belong to the pupils. And almost any class will amaze its teacher with its creative ability when left alone to stage a "play."

Such teaching is not for exhibit; not for making actors or dramatists of the children. It should be purely educative.

Contrary to what some teachers think, such teaching does not require elaborate equipment, nor even a separate room. One corner of the classroom can be turned into whatever stage may be needed. A drawing of a window on the blackboard will serve the purpose of a real window. Wastebaskets turned upside down can be pilings at the dock from which a boy may fish. Somebody in the community is likely to have a dress or a hat worn by some great-aunt of last century, or even by some pioneer grandparents who came west in a prairie schooner.

Dramatizations should not overwork either the pupils or the teacher. If they have educational objectives, then they should be done on school time. Furthermore, they should take very little time from any other class, if any time at all. Perfection for exhibitionary purposes is not the point. As soon as dramatizations become a burden, they begin to lose their spontaneity and most of their educative values.

Dramatizations of events in history can culminate the work of a unit, or they can be used

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to drive home some spirit of the people at a given time. Preparation for such dramatizations will involve sufficient background to give the script reality. That may mean consulting stories, history books, or talking with "old settlers."

The pupils should prepare the script under guidance, but they should be made to feel that the dialog, the facts, and the atmosphere must be their own interpretation. It is their "show."

In demonstrating what could be done to dramatize history, a committee from the writer's class in Children's Literature last summer prepared a script setting forth the happenings in the life of a pioneer family who came in a covered wagon from Illinois to Nebraska subsequent to the Civil War. One member of the class secured some ordinary wrapping paper and with chalk sketched the rear of a covered wagon and the bleakness of the prairie.

This paper was pinned over the blackboard in the corner of the room. The action of the simple story took place in the foreground of the bleak prairie and the covered wagon. That was all the setting needed to lend atmosphere to the story, which was revealed in dialog among the characters portraying the new immigrants. To indicate the passage of time, the students broke up the script into three scenes. To indicate the close of a scene, the students left the "stage."

Naturally a teacher will utilize whenever possible whatever there is of historic value in the community in which she teaches. From such dramatizations she may branch out into the more remote, even into the more imaginary. Students have demonstrated in my classes what can be done with scripts from such stories as "Heidi," "Roller Skates," "The Story of a Bad Boy," "Phoebe Fairchild," "Her Book," "Tom Sawyer," and "Caddie Woodlawn."

"Every child is potentially a creator," F. C. Happold, an English educator says, "he longs to create things, to express himself in word, or form, or sound." Mr. Happold goes on to say that "The function of the school, moreover, is to enable each child to discover for himself, to gain that self-confidence which comes through his finding out his particular ability."

Creative expression is wholesome in the personality development of the child. It gives him a chance to release his feeling, to come to grips with reality, to explore the world of feeling and emotion, with not too much instruction from his elders.

These dramatizations, while not intended to make of the participants either actors or playwrights, will certainly prepare the pupils for

their high school work in drama, and for better appreciation of whatever drama they happen to see acted out. They do become, even though incidentally and noncommittantly, lessons in speech and movement; they do aid the pupil in getting rid of his self-consciousness and awkwardness; they do release the emotional urge and allow the child to express his love of beauty.

Speech Audience Affinities

(Continued from page 216)

the biggest words he could think of.

"The congregation didn't understand hardly anything the preacher said; and so, were tremendously impressed. They decided he must be a very learned man after all; and when he came



down from the pulpit he was greeted by the vestry with outstretched hands and a raise in salary."¹⁸

STUDENT ANXIETIES

A final word might be supplied also to palliate those vain fears which so plague the student speaker as to become in themselves deterrents to speech-audience rapport.

In his imagination, the student speaker has conceived an entire list of phobias. He may imagine that the audience is impatient with his pauses and stumblings. Yet the pause always seems longer to the speaker than to his audience. But if he really dreads the pause, let him repeat his last sentence in slightly different form. The act of rewording in itself has a stimulating effect upon his thought processes. A few phrases com-

¹⁸Platform News, Vol. VIII, No. 5, p. 12.

posed in this way will revive his sense of mastery. Presently he will have recaptured the thread of ideas. As long as he keeps his mental gears in motion, he will always be able to continue.

He may imagine that the audience is constantly comparing his efforts to some external standard. Yet the audience has only a hazy conception of the ideal speaker. If it could be relied upon, the audience could be used as a safe judge for all the intricacies of speech composition and delivery. But it cannot. It can only evaluate the general effectiveness of the speaker.

He may imagine that the audience is laughing at him. On the contrary, the audience is definitely ill at ease when the speaker exhibits evidences of stage fright. It is deeply relieved when that speaker regains composure. A momentary chuckle is only to relieve its own tension, embarrassment, and discomfort.

He may imagine that the audience is scrutinizing him closely. Generally, it is not. Indeed, the whole law of averages stands against the supposition that people observe, to say nothing of remember, even a small portion either of what they have seen or heard. If the perfectly attentive audience could be found, there would be no need to consider speech-audience affinities at all. "Togetherness" would be automatically achieved. Fortunately, for the student speaker, this is not the case.

Moreover, a certain amount of anxiety is shared by all speakers. Insofar as it stimulates the speaker to do his best, it is even an advantage. Charles Lomas found three groups of student speakers:

Group 1: Those with no stage fright (fear responses) whatsoever.

Group 2: Those who had fear responses at the beginning of the speech, but which disappeared after the speech got under way.

Group 3: Those whose fear reactions became steadily worse with the progression of the speech.

The best speaking, he found, was done by Group 2. "Nothing is gained," he discloses, "by the elimination of stage fright if the resultant product is dull, indirect, or aimless in development."¹⁹

p. 43.

But setting the speaker somewhat more at ease may facilitate polarization. The speaker should be encouraged to do his best. And next to be considered is the polarization of the audience toward the speech situation. (To be released in the forthcoming issue of *School Activities*.)

¹⁹Psychology of Stage Fright, Q.J.S., Vol. XXIII,

The new leisure may mean an escape from economic insecurity and dull or monotonous labor, or it can be a release which will mean fulfilment, growth and enjoyment.—Dorothy P. Powell in *The Womens Press*.

Citizenship has its duties as well as its privileges.—Harrison.

Choric Speaking in the Secondary School

CHORIC speaking is an art form that is as natural and as real as music or literature. It develops within the individual performer a feeling of satisfaction and a sense of sheer artistry of expression. It is peculiar that there should be such an individual response, since choric speaking is an art form that is existant only as long as the choir or group is together. However, it is an art form that is rich with commitments and artistic implications. Before giving examples of this type of work, it is well to think of the values arising therefrom.

The choir may serve as a means of developing facility of speech as well as giving the individual members of the choir a certain poise. Similarly, it not only can be a source of inspiration, but it can well be an interesting and valuable approach to the study of poetry. Throughout this discussion the reader should not gain the impression that craftsmanship is the ultimate goal of the choir. Basically, the art form itself is dependent upon the sheer pleasure and enjoyment derived by the members.

Regardless of the type of material at hand and the type of work required in interpreting of that material, the junior and senior high schools offer a broad scope for the development of fine choirs. It is possible within this period of school life to achieve tone-rich work that is mature in concept and production.

The internationally famous leader in choric-speaking work, Marjorie Gullan, says that there are four general divisions to be followed in interpreting given pieces of work—that all poetry falls within the definitions of (a) refrain work (b) antiphonal work (c) group work (d) unison work. In this same explanation she points out that all interpretation must be governed by meaning, mood, rhythm, and rate or pace. To be specific, the following project will demonstrate just how this structural outline may aid in achieving a pleasing production of work.

The Choric Speaking Group of the Vernon L. Davey Junior High School is composed of students who elect the work for a period of the school year known as a septave. This elective may be chosen a second time, and if the entire choir should carry through, a pleasing dexterity will be achieved.

In order to demonstrate the development of verse-speaking, let us follow the simple project of teaching the beautiful, sensitive poem, "Tarantella" by Hilaire Belloc. This work may be done in unison.

The interpretation of a poem should be essentially that of the choir. Usually, in order to get the individual reaction, each member of the choir should be given a copy of the poem. In the case of our reading of "Tarantella" the choir finally decided on the following interpretation:

An old man speaks to the sweetheart of his youth and asks her, in a reflective mood, if she remembers the gay days they spent

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in an old Inn in Aargon. Then he completely relives the old scenes but suddenly breaks his reflections. With sad, tear-deep voice, he tells his old sweetheart that the days are past, the time is gone, to return nevermore.

Phrasing and emphasis are worked out easily in this poem, since the mood and tempo carry it. The mood is first reflective; then gay and rhythmic; next, reflective; finally, sad and somber. The rhythm follows the pattern of the Tarantella Dance of old Spain. The poem, like the dance, starts slowly and then whips up into a definite tempo.

Muted, dark, somber voices:

Do you remember an Inn,
Miranda?

Clear, high echo-voices soft:

Do you remember an Inn?

Emphasis on alliterative letters; unison, increase tempo, mark rhythm quetioning:

And the tedding and the spreading
Of the straw for a bedding,
And the fleas that tease in the High Pyrenees?

Slow—softer; build up dark voices:

And the wine that tasted of the tar?
And the cheers and the jeers of the young muleteers
Under the dark of the vine verandah?

A bit anxiously build—light voices:

Do you remember an Inn,
Miranda,
Do you remember an Inn?

Precision; balanced tone:

And the cheers and the jeers of the young muleteers

Who hadn't got a penny,
And who weren't paying any,
And the hammer at the doors and the din?

Rhythm—paused—marked:

And the Hip! Hop! Hap!

Clear—light tones; dominant dark:

Of the clap of the hands
to the twirl and the swirl
Of the girl gone dancing

Marked rhythm; allow for blind beat. Singing tone:

Glancing,
Dancing,
Backing and advancing

Marked tempo; allow for "s", "p" sounds; imitate the sound of the guitar; sound "t" and "ng":

Snapping of the clapper to the spin

(Continued on page 228)

Making Affirmative Rebuttal Plans

MOST high school debaters reach a point sooner or later in the development of the debate season when they have exhausted most of the avenues of study open to them in preparation of the constructive case and they are at a loss discover the best way in which to proceed with their preparation of the topic. This problem usually arises during the period of transition in preparation between the time that the debater is working out his constructive speech and the completion of the preparation of the rebuttal arguments.

The normal progress in any debate season is somewhat as follows: First the debater makes a general survey of materials that are to be found upon the debate topic and reads these materials to secure a background. The second step is to organize these materials in such a manner that they can be presented in a constructive speech that will prove his major contention—this season, that we either should, or should not, establish a federal world government. It is at this point that the debate season usually begins to lag, and the third step in debate preparation, namely getting ready to meet the arguments of opponents, presents itself.

Too often with high school debaters, that study of the best ways to meet and refute the arguments of their opponents is postponed until they are in their first actual contest debate. Up to that time the debater has spent so much of his time in preparing a constructive speech that he thinks will be almost unattackable that he has failed to realize that his opponents will be able to present a constructive case that is every bit as convincing as his own and also that the opponent will be able to discover and point out certain very definite weaknesses in his arguments. When the debater realizes that there are certain points of weakness in his case that must be defended, and that the opposition really does have certain arguments that are sound and must be met directly, he is ready to embark on the third division of the debate season.

If the debater should go into the first debate contest and find that he is hopelessly unprepared for this rebuttal part of the contest, he should not take the pessimistic attitude that effective refutation is an impossibility or that it is a natural gift possessed by only a few debaters. True, some debaters may have become more proficient in this art, but effective rebuttal speeches are just as much the result of study and planning as are effective constructive speeches. If, therefore, your first attempts at refutation and rebuttal seem to be hopeless when compared to your delivery of the constructive speech, make a self examination of your preparation to see if you have spent as much time in planning your rebuttal speech as you have the constructive one. If you are like the average high school debater, this examination will show that you have spent

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a great deal of time on your constructive speech and have allowed the rebuttal speech to take care of itself. Such a system of preparation cannot make for effective rebuttal speeches.

Before the debater begins his preparation that is to enable him to meet and defeat the arguments of his opponents, there are two basic definitions that he should learn. He must have a clear conception of the difference between refutation and rebuttal. These two terms are much alike, but still there is a distinction that must be made clear in the mind of every debater. By the term *refutation* we mean attacking and disproving the arguments of your opponents in either your constructive or rebuttal speech. By *rebuttal* we mean merely the name of the second speech of each debater in the contest. It should be noted that the *rebuttal* speech is usually made up of that distinctive type of argument that is known as *refutation*.

If you are one of these debaters who feel an inadequacy when you begin to prepare your rebuttal speech, do not make the mistake of believing that this is peculiar with you. Remember that this feeling of inadequacy can only be remedied by planning, study, and practice, and especially you should remember that your opponent usually feels just as inadequate. Keep in mind the fact that "practice makes perfect" applies to the rebuttal speech just as it does to anything else.

If we were allowed to give only one bit of advice to a debater who is beginning to prepare for effective rebuttal delivery, it would be that he should secure as much up-to-the-minute and accurate information upon the problem of post war world organization as possible. The debater who has no knowledge of Governor Stassen's proposal of a post war world, or Vice-President Wallace's recent proposal will be at a distinct disadvantage when his opponent discusses certain portions of these plans. The usual procedure of the uninformed debater when a point is mentioned about which he has no knowledge is to avoid the point entirely. This is a distinct sign of weakness. Keep well informed of world plans at all times if you would become effective in the rebuttal speech.

MEETING NEGATIVE ARGUMENTS

The remainder of this discussion will be directed toward pointing out the ways in which the affirmative may plan and execute the strategy of meeting and disposing of the arguments of the negative team.

The initial step for the affirmative to take in their preparation of refutation material to be

used in the rebuttal speech is to make an outline of the points of weakness in the case of the negative. After these points have been listed, the affirmative should work out a plan of attack upon each point of importance and a generalized plan of attack upon the entire negative case. In the paragraphs found below, a few of the weaknesses of the negative case will be listed and discussed briefly.

The United States has never participated in any form of world government or federation in the past, and so we should not join in the proposed world government. This argument of the negative is from tradition and custom, but nevertheless it will be presented by many negative teams. To be sure, such an argument will appeal to many people, but it does not take into consideration world conditions as they are today. Instead it looks into the past when we should be looking into the future. While the affirmative must admit that our foreign policy of isolation was partially successful during the first hundred years of our existence as a nation, they will not admit that it has been successful during the last thirty years.

The affirmative has merely to point out the occurrence of the last two world wars to show that isolation seems to be an impossibility at the present time. They can also point to such changes as Social Security and Federal Bank Deposit Insurance to show that we are living in a world of change, a transition in which federal world government will take its rightful place. The affirmative should be ready to point out in their rebuttal speech that a federal world government is the only way to meet the needed changes of the times.

The negative team seems to favor a limited plan of federal world cooperation, but they are unwilling to go the entire way, which is so necessary to permanent peace. This attitude upon the part of the negative debaters is the same type of weak stand that Chamberlain took at Munich, when he returned to England stating that "there will be peace in our time." Without attempting to settle once and for all time the great problems confronting our nation, the negative are admitting that there is something wrong in the world that must be corrected, but they propose to remedy this basic evil by taking only a short step in the right direction, and they do not propose to go far enough to solve the entire problem.

This middle-of-the-road policy of the negative is one of the great weaknesses of their case. First they are faced with the alternatives of taking the stand that present day conditions are satisfactory or that there is a need for a change in the foreign policy of the United States to cooperate more fully with the other nations of the world. Either one of these stands will bring grief to the members of the negative team, for they must follow their stands with evidence to prove that their case is sound. To take the position that present day conditions are satisfactory would be almost disastrous to the negative debater. It would be just as foolhardy for them to say that there is a need for a change from

the present system, and then to propose such an unimportant change that it would soon become ineffective.

The negative team is faced with the post war choice of continued expensive militarism in this country to insure our future security or the participation of this country in a federal world government that can guarantee that security. This choice that faces the negative team is not an easy one. The first alternative is expensive militarism on the part of the United States for many years to come. This may even become so great that it will bankrupt the nation. It is, however, one of the two ways that will be open to this nation to guarantee our future security.

The second alternative, while it may not be as costly as the first plan, is nevertheless disastrous to the negative in this debate. The plan of a federal world government is the one thing that the negative cannot propose and still hope to win the debate. If the affirmative presents these two alternatives graphically in their constructive case, they will force the negative to select expensive militarism as their answer to American post-war problems and thus they will be presenting a counter plan which they must also defend.

EFFECTIVE METHODS OF REFUTATION

A few suggestions for the high school debater who wishes to become effective in the presentation of his rebuttal speech should be in order in this discussion of affirmative rebuttal plans. If one is asked to list the essential rules of effective rebuttal speeches the following should be pointed out:

1. There is no substitute for a thorough knowledge of the question. The student who has mastered a great amount of material about a debate question is in a much better position to refute the arguments of his opponents effectively than is his less well prepared colleague.
2. Make an outline of the manner in which you plan to handle every important argument of your opponents in the contest. Include in this outline such items as: (1) Give the exact wording of your opponents argument; (2) disprove your opponents arguments by either the use of logic or by the presentation of authorities whose statements attack your opponents contention; (3) clinch your arguments by showing how they have weakened the stand of your opponents and strengthened yours.
3. Practice the delivery of your rebuttal speech just as you practice the delivery of your constructive speech. Since it is possible to anticipate at least half of the arguments that your opponent will present, you should be ready to meet and defeat them. This practice should develop in you a fluency that will tide you over the rough spots in the delivery of your extemporaneous rebuttal.

SAMPLE AFFIRMATIVE REBUTTAL ARGUMENTS

Below you will find a group of representative arguments that will probably appear in every

negative debate case upon this debate topic. While they may not appear in exactly this same form, they will appear with slight modifications. Below each argument will be found a method of meeting it.

Negative Argument We feel that a United States of Europe, a United Western Hemisphere and a United Asia would be easier to obtain than a Union of the World.

Affirmative Refutation We cannot agree with our opponents that it would be easier to create a group of regional organizations such as a United States of Europe, a Union of the Western Hemisphere and a Union of the Asiatic nations than it would be to form a Union of the World.

As an authority for our contention we give you no less a person than H. G. Wells who says, "It would, I suggest, be far easier to create the United States of the World, which is Mr. Streit's ultimate objective, than to get together the so-called continent of Europe into any sort of unity." Likewise this world organization would probably be easier than the creation of a Union of the Nations of the Western Hemisphere, with the many differences in wealth and culture that are to be found in this hemisphere.

Negative Argument The only way to maintain a world at peace is to retain the old balance-of-power theories that have been used throughout Europe for the last hundred years.

Affirmative Refutation The old balance-of-power principle of maintaining peace by pitting one nation against another has failed in the past, and it is bound to fail in the future. It fails because under such a system there never develops such a preponderance of power, another combination of nations can not arise to challenge this balance of power combination.

As Frederick L. Schuman states, "The necessary preponderance of power is unlikely to emerge from any international combination other than a permanent alliance of the United States, the British Commonwealth of Nations, and the French Republic, with the addition of such Latin American States and such European democracies as may care to join. Such a coalition, if stable and permanent, could put an end to the world balance of power and oblige outside powers to abandon the game of power politics."

Such a combination as suggested by Schuman would be found in a federal world government. With a preponderance of power, a federal world government would dominate the world and wreck forever the balance-of-power theory.

Negative Argument The only solution to the problem of recurring wars for the United States is the maintenance of strict isolation from all conflicts and the simple old policy of minding our own business.

Affirmative Refutation Our opponents seem to think that, following this war, the United States would be better off

if we would follow the old policy of minding our own business through a system of isolation from the rest of the world.

We feel that when they make such a statement they do not realize the basic changes that have come in the modern world that make isolation impossible. Do they realize that a plane can now fly from Europe or Asia and attack either of our shores overnight? Do they realize that we are the richest nation in the world, and so will always be a target for aggressor nations? These facts being now well established the United States must henceforth maintain an adequate armed force to ward off any enemy attack. We are now in need of allies and a world cooperative movement to maintain international peace more than we have ever been. The old idea of isolation in which we relied upon our two oceans to protect us has been smashed by the rapid development of the airplane as a weapon. With the battles of the Coral Sea and Midway we lost every vestige of protection that came with our former position of isolation from either Europe or Asia. We are now vulnerable to attack from either side.

Since we can no longer remain isolated from the rest of the world in either an economic or a military sense we feel that the best policy for this country is to enter into some system of international cooperation to preserve world peace.

This is the third of a series of four articles by Harold E. Gibson on the current high school debate question. His negative rebuttal will appear in School Activities next month.—Editor.

Basketball Fans Buy Bonds

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THE future of basketball is uncertain in these war times, but it can make, and has made, definite contributions to stimulate the sale of bonds. Two auctions have been held at our school basketball games and the results have been amazing.

At the opening game, without any advance advertising, an old basketball was auctioned off to the highest bidder in war bonds. The ball brought \$225 in cash or three \$100 bonds.

At a later date, the week during which no coffee could be purchased, a basketball, a turkey, a case of tomatoes, a case of tomato juice, and a pound of coffee were auctioned off and the total cash put in bonds was \$4,675. This time the basketball brought \$1,950.

Our school has been selling stamps and bonds one day per week since October 29, and the total amount of cash spent for stamps and bonds up to the present time and including the amounts from the two basketball auctions is \$7,070.18. We believe this is an enormous amount for a small rural school in a rural community.

And some of our people, too, wonder if basketball is worthwhile!

How Our Class Night Program Grew

THE BELL had just rung closing the recess period and opening the twenty minute homeroom period of the mid-day when Will, an alert member of a class of seventy-seven seniors, came to the senior advisor to say that certain members of the class had been talking of commencement. "We don't want to fall short of the quality of programs rendered by graduating classes in earlier years," said Will, "and if possible, we would like for our program to be outstanding. We can't have a good program without time to work, and since March is here, don't you think it well that we get something started?"

The sponsor realized the ethical difficulty of working toward a definite program before the faculty commencement committee had met, also the importance of capitalizing upon interest when it is keen. She agreed with Will that the time element was very important in assuring a successful program and suggested that the class might meet for preliminary planning.

At the close of that day the senior class president came in to arrange for a meeting of the class on the following day. Pointing out the dangers of hasty elections, the sponsor suggested that an announcement of the purpose of and time of the meeting might be made in the two homerooms on the following day. After pupils had had time to make a survey of class members, the meeting was set for the following Friday at the homeroom period.

On the appointed day the meeting was called to order by the class president, although fifteen vocational members whose programs sent them to their work at the noon hour were unable to attend. A member moved that a representative be elected from each homeroom to keep absent members acquainted with class proceedings. The president was directed to appoint song, poem, and class will committees to receive song, poem, and will suggestions from class members and select the best of them to be used. Pupils outstanding in music and English were appointed to the chairmanships of the song and poem committees. Each member of the class was urged to experiment in the writing of a song or poem in order that there might be opportunity for wide range in selection. The class will committee was appointed on the basis of speech abilities. Class prophet, historian and "gift-torian" were elected by popular vote on the basis of scholarship or speech aptitudes.

In the next few days seniors busied themselves in their compositions. The sponsor was frequently asked to pass judgment on what the student considered a "good song" or to assist where a line "just wouldn't work out right."

Within two weeks the song and poem committees were ready to make their reports of activities and findings. Of the many songs presented, two with word adaptations to the popu-

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lar tunes "The White Cliffs of Dover" and "I'll Never Smile Again" were judged best by the music committee. The difficulty of arriving at conclusions without musical accompaniment made it necessary that arrangements be made for the next meeting of the class in the music room. At that meeting two outstanding members of the glee club sang the selected songs. This brought a clamor for a rendition of the songs by the composers. John had always been retiring and reluctant in participating in discussion but, to the amazement of the class, he sang very well. Helen, outstanding in school activities, was not the best songster, but she sang without timidity. Liking both songs, the class decided to use John's song as the class song and Helen's as a farewell song. Only one poem was submitted, but fortunately, it was of sufficient merit to win approval by the class.

Suggestions for class will were slow in coming in. Finally pupils expressed a desire to have the committee be responsible for the content of the will and add an element of expectancy and surprise even to the class members themselves on class night. After the historian had written his paper, he asked that he might be permitted to read the paper to his English class and thereby get assistance in correcting errors and adding items of importance in the history of the class. At the next meeting of his English class he did get valuable suggestions which aided in making his history complete and accurate.

As this preliminary work neared completion, the seniors realized the need for some unifying element in their program. One member suggested that a play be used to tie up the various projects. The class president appointed students who were members of the dramatics class on a committee to consider the matter of a play. This play committee could think of nothing sufficiently unlike the class night playlet of the year before. The chairman of the committee appealed to the sponsor for aid. The sponsor was confronted with the task of finding something which would give unity to the program, allow for enough freedom and originality to retain the projects already worked out by the class, and eliminate the necessity of frequent rehearsals. A search through descriptive materials of publishers' catalogs brought to her attention a collection of class night suggestions by Slaybaugh.¹

Among them was one providing suggestions for a radio hour and allowing for class selection and ingenuity. The program would not require numerous rehearsals, but several trials would be

¹Slaybaugh, E. H. *Three Class Night Programs*, Eldridge, 1941.

necessary to test voices, correct speech defects and give practice in speech delivery and stage decorum.

The need for a program chairman and announcer arose, and incidentally Will, the original promoter of the program, was elected by popular vote. He discussed features of this radio hour proposal, and most of the class expressed a desire to display their talents in the feature modeled after the Major Bowes Hour. With the use of a microphone owned by the school, a few chairs and tables, the students had a rather satisfactory radio studio. Outstanding in the numbers presented were two girl solos, a girls' duet, a boys' quartette, a zylophone solo, and instrumental piano numbers. Those with less talent were permitted too appear in humorous numbers. The class prophet became the Walter Winchell of the air, while the historian was permitted to sell his wares in a history hour. The class will was given by the will committee in playlet form. The "giftatorian" became the magician of the air.

The working out of the project brought many desirable results. There came to the pupils satisfactions in the praise of their parents and friends for having done well a task assigned to them. Undiscovered talents were brought to light. One girl who had contributed little to the class organization proved to be quite proficient in designing the class motto. Then there was John who had not been known to have musical talent. Opportunity for originality and creative ability came in the planning and writing of class history, prophecy, will and other program numbers. Above all, there was development in group cooperation and group consciousness.

Council Work Starts in the Junior High School

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FOR THE past eight years the Iola Junior High School has had a voluntary activity period after regular class room periods in the afternoon. Hi-Y, Girl Reserves, Junior Council, Mixed Chorus, Stitch and Stir, Junior Red Cross, Flash Staff (School paper), Dramatic Club, Museum Club, Double "V" Club (colored), and Freshman class meet at regularly scheduled times. Pupils who do not wish to participate may go home or wait for either the girls or boys intramural athletic programs, which begin immediately after the club activity period ends.

Eighty-nine per cent of our pupils take part in club and athletic activities. One pupil may hold only two major offices; he or she may be president of only one organization. Each teacher sponsors some club or activity. Each sponsor meets with his officers or cabinet during the first week of school, and together they draft a tentative program for the school year. Later all faculty sponsors meet and present their tentative

programs. Cooperative programs are suggested and scheduled. Activity ticket programs, assembly programs, and special school functions are added. Conflicts are then eliminated, and a master schedule is made. A bulletin is mimeographed containing lists of officers, committees, and schedules for all organizations. Each teacher, organization president, and others interested get these mimeographed copies. Very few times in the past eight years has it been necessary to deviate far from our schedule.

Do the pupils come to these meetings voluntarily? They do.

Is attendance checked? It is.

Do the members attend regularly? Yes, and many of the clubs have waiting lists.

Our present school enrollment is 423. Memberships: Hi-Y, 65; G.R., 120; Junior Council, 89; Mixed Chorus, 95; Stitch and Stir, 26; Junior Red Cross, 423; Flash Staff, 28; Dramatic Club, 30; Museum Club, 20 regular members, everyone who contributes an article is an honorary member; Double "V" Club, 26; and Freshman Class, 149.

One of our best chances to put democratic teaching into practice is found in our school activity period. The following example is cited: When the junior council presents an entertainment picture show, the council picture machine operators committee handles the films; the stage committee clears stage, adjusts shades, and is responsible for house lights; the council secretary and treasurer sell tickets and take charge of the money; the usher committee takes all tickets at the doors; the safety patrol has charge of disciplinary problems; the council talent chairman has stage numbers ready for the time reels are being changed; a Freshman class committee sells refreshments; the council president is in charge of the whole program and calls on the principal only in case of some emergency. Other programs and activities are similarly handled by pupil workers under sponsor guidance. For the last five years, no teacher has been asked to act as an usher, ticket seller, or ticket taker. The pupils not only like to do this work, but they expect to do it. The janitors never take care of our stage after the school year begins; a five boy stage committee handles this work.

All committees are appointed by the Council president after consulting his officers, committee chairmen, and sponsors. Over a period of five years only about six per cent of our pupils have declined to serve in various appointive positions. It has been necessary to remove only twelve appointed officers during this time.

Five years ago our senior high school principal disbanded the student council organization for its failure to cooperate with his office and the faculty. In its place today is a much stronger organization—one made up of pupils who have had three years experience with a council before entering senior high school. The cooperative spirit and willingness to serve school and community that is built in our junior high council carries over to the senior high group.

Fire Fighting as an Extra Curricular Activity

ALL SCHOOLS have a system of fire drill that has for its primary purpose the emptying of the school buildings of all people. However, very few have a voluntary fire department of their own—even though there are fire extinguishers and fire hoses with available outlets at various points, as provided by law.

In our school several fires have occurred, fires that were minor in themselves and threatened no great damage to the school, although some financial loss and inconvenience was suffered each time. The students took it upon themselves to ask the school authorities to be allowed to form a control group of their own to provide safety and take care of minor fires.

When it was suggested that they go ahead and set an organization of that sort before a definite answer was given, the cadets all met in the auditorium as a democratic organization and discussed the possibilities. It was discovered that several had served as voluntary firemen in their home towns, several had served as forest firefighters, and others had close acquaintanceship with firefighting apparatus. From these a group of seven were selected by ballot to prepare an organization. The general meeting was then adjourned till the same day of the following week.

During this period of planning, the various members of the faculty were consulted about the advisability of this or that procedure, but were never asked directly for original suggestions. They were consulted only as modifiers of ideas the boys themselves originated. A week later the student body met again and adopted all the organization set up by the planning body, although there was quite a discussion as to where a fire drill ended and the fire fighter duties began. It was at length resolved to keep the functions of each quite separate, although the personnel would in some cases have to be duplicated because of the physical setup of the school plant.

The entry to each dormitory was provided with a locker on the first floor away from the door or any other such draft creator. A red all-night light was placed above the steel locker. This locker was closed, but never locked. A punishment was fixed for any one tampering with this locker even as a joke.

A similar locker was established on the top floor of each dormitory entry. In these lockers were placed two packing case crowbars in lieu of fire-axes, which were judged to be a little too dangerous. The locker equipment also contained two gas masks, two chemical fire extinguishers of the usual school and public building type, one water fire extinguisher of the back-carry type, such as is often used to fight brush fires, three buckets of sand, and a place for a flash light.

One student on each floor was to be delegated each term to serve as fire marshal of his floor.

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At the beginning of his service he and all the other fire marshalls of the school were given instruction and practice in the use of the materials. The top and bottom floors of each entry had two instead of one fire marshal, one of whom was the fire marshal of the entire entry, and the other was the assistant liason officer for coordination with the other entries. It was found advisable that the liason officer for the entry be one of the fire marshalls on the first floor. The fire marshal for the entire entry was to be one of the top floor marshalls, whose main duty was coordination among the fire marshalls of his entry. There were no specific duties for him, except that it was deemed advisable by the student body to have someone who would be authority in case of emergency.

The liason marshalls of each entry being on the first floor, it was suggested and carried out after a practice firefighting drill one week later that they be mobilized as an outside unit—particularly so when the fire was not threatening their entry. All locker equipment in the entries was to be available to them. In addition each entry was supplied with one link of two inch firefighting hose and the lug wrench for the fire hydrants on the school grounds. The liason fire marshal of the smallest entry was made chief of these outside fire fighters. At the next practice it was suggested and adopted that each fire fighter carry a white handkerchief pinned on his left arm to distinguish him in drill and in actual eventuality of fire.

Needless to say, the school was quite pleased at all this businesslike procedure and common sense and assented to the permanent installation of such an activity. It reallocated its fire equipment to coincide with this organization's plans and purchased more to complement it to the desired maximum. It made one restriction upon the activities—that with a big fire, where the regular company of the town would have to be summoned, the student fire fighters were to leave the regular fire fighters to do the work. If their services as messengers were to be required, they would be notified through the chief marshal or the liason marshalls (the outside student firemen). In other words, they were to content themselves with small blazes, which practice and experience would tell them they could control. Only in dire emergency were they to attack a large and dangerous fire pending the arrival of the regular town forces. Here again the liason chief marshal would be the one to inform them of such a responsibility after quick discussion with the school officer in charge for that day.

In early April the school was startled to hear

one morning that a fire in one of the small recreation buildings had been caught in time and had been extinguished by the cadet firemen of the two nearest entries without any commotion or disturbance. The school authorities did not even know of it until the next morning. The expense of supplying lockers for the fire fighters had paid dividends.

Choric Speaking in the Secondary School (Continued from page 221)

Out and in—
And the Ting, Tong, Tang of the guitar!
Return to reflective mood—build dark tones slowly:
Do you remember an Inn,
Miranda?
Do you remember an Inn?
"N", "m" (very slowly) musical tone:
Nevermore, Miranda;
Nevermore,
Only the high peaks hoar;
And Aargon a torrent at the door,
Measured beat as of feet:
No sound
In the walls of the Halls where falls
The tread
Of the feet of the dead to the ground.
Somber hum:
No sound
Only the boom
Of the far Waterfall like Doom.
Fade out slowly with controlled breath.

To base a discussion upon a day by day building up of an interpretation or to put it upon a time schedule would be puerile and utterly futile. Choric speaking is an art form, and for sincere warmth and understanding accomplishment no day by day schedule is possible. Some days it is possible to develop perhaps one portion of a poem, or perhaps develop a necessary skill, or experiment with a phrase.

Under a system such as described above, some rather interesting and gratifying work has been completed. Several years ago, the Choir recited and studied and finally interpreted the magnificent poem "The Creation" by James Weldon Johnson. The choir members felt, lived, and breathed "The Creation"; they were swept by its upsurging beauty and haunting simplicity. Eventually one of the group suggested that we recite the poem for the Modern Dance Class. It was an educational experience. The girls in the dance group caught the mood, tempo, and theme. Soon they composed bits of a dance and finally brought it into the whole fabric of perfect composition. Eventually the Choric Speaking Group had the utter satisfaction of seeing their production become a distinctly amazing piece of work. Both the dance group and the choir lived through a rich emotional experience. The tonal beauty of the choir's production was excellent. The interpretation of the poem was exquisitely

simple—matched only in the simplicity of the dance form that grew from it.

Throughout this experiment we made a sincere effort to place before the reader the importance of feeling, understanding of the poem, and the sheer love of working together.

Announcing a Wartime School of Business

In order to help with the training of business workers, the Blanche M. Wean School of Business was opened on October 14 in Greencastle, Indiana, the home of DePauw University. A large, home-like building is being redecorated and refurbished to accommodate it. During the months of October, November and December, elementary training was given in shorthand, typing, accounting, office machines and business orientation. After Christmas classes were opened for full-time students.

The faculty for the school consists of Mrs. Blanche M. Wean, head of the commerce department of Central Normal College, who will continue her work there during the mornings, and Mrs. Edith H. Huggard of Greencastle. Mrs. Wean has taught in high schools and colleges of Illinois and Indiana. She is chairman of the National Duplicated Paper Association and a member of Beta Gamma Sigma, honorary business fraternity, and of Pi Lambda Theta, honorary educational organization. She has a background of merchandising work and secretarial work in factories and schools.

The school is organized to provide a specialized cultural business training for young men and young women who are interested in assuming important secretarial positions or in supplementing their training so that they may become more proficient in the work they are now doing. Constantly the plea of the business man is for assistants who are trained in skills, who are eager to serve, and who have personalities which reflect the high type of business which they represent. This training program is planned to prepare young people for the opportunities which exist in the business world both in times of war and of peace.

Students Guard Chicago Vocational School

(Continued from page 210)

occurrence or form of sabotage.

This student government activity was executed without any unusual occurrences, with great success by the student guards and with the wholehearted cooperation of the student body.

School officials will find this plan practical and very helpful in protecting their school property by keeping undesirable out of the school building and at the same time giving their students excellent training.

The Navy has replaced our student guards with their own men, and we are now establishing the same plan of student government to guard our temporary quarters.

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Discusses the role of the school council, pupil participation in the class room, and the problems of leadership in the secondary school.

Fretwell, Elbert K., *Extra-Curricular Activities in Secondary Schools*, Houghton Mifflin Company, Boston, 1931.

A "must" book for anyone interested in the field of activities by the "Dean" of Extra-Curricular Activities.

Hand, Harold C., *Campus Activities*, McGraw-Hill Book Company, 1938.

This book gives a philosophy of college activities based upon democratic ideology and the psychology of learning by doing. The data for the survey were supplied by spokesmen in over 250 American colleges and universities.

Handy, *The Blue Book of Social Recreation*, and Handy II, *The Red Book of Social Recreation*.

The above publications may be secured from the Church Recreation Service, Delaware, Ohio. *Handy* contains many excellent games, while *Handy II* is especially good for songs, dances, puzzles, and brain teasers. From time to time the publishers issue additional material which may be added to these books.

Johnston, E. G., *Point Systems and Awards*, A. S. Barnes and Company, 1930.

Gives the results of a nation-wide survey and makes helpful suggestions.

Jones, Galen, *Extra-Curricular Activities and the Curriculum* (Teachers College Contributions to Education, No. 667), Bureau of Publications, Teachers College, Columbia University, New York.

A study of changes in activities in 269 secondary schools. Dr. Jones found that the newspaper, music organizations, dramatics and debating are tending toward a curricular status while the student council, the assembly, clubs and the homeroom are usually organized as extra-curricular.

FRED B. DIXON

Principal, Elgin High School
Elgin, Illinois

McKown, Harry C., *Activities in the Elementary School*, McGraw-Hill, Inc., 1938.

Contains over 460 pages of useful material on student activities in the elementary school.

McKown, Harry C., *Assembly and Auditorium Activities*, The Macmillan Co., N.Y., 1935.

A comprehensive treatment of the assembly. Much space is given to a fine treatment of objectives and principles; contains calendar, sample programs in virtually all fields, and bibliographies on each phase of assembly work.

McKown, Harry C., *Commencement Activities*, The Macmillan Company, 1931.

A thorough and helpful treatment of commencement activities. Many useful practices are suggested.

McKown, Harry C., *Extra-Curricular Activities*, The Macmillan Company, N.Y., 1937.

A "must" book in the field of student activities.

McKown, Harry C., *Home Room Guidance*, McGraw-Hill Book Company, Inc., N. Y., 1934.

Approximately 150 pages are devoted to a rather detailed discussion of the purposes, administration, membership, internal organization and activities of the homeroom. Nearly one-half of the book (221 pages) is used to give program material. This is usable material and not theory.

McKown, Harry C., *School Clubs*, The Macmillan Company, New York, 1929.

A complete and detailed description of all phases of club organization, administration, and work. Also contains lists of activities and source materials for 130 specialized clubs.

Otto, Henry J. and Hamrin, Shirley A., *Co-Curricular Activities in Elementary Schools*, D. Appleton-Century Company, 1937.

An excellent presentation of student activities for the elementary school. Over thirty-five elementary schools and 390 teachers supplied materials for this volume.

Reavis, William C. and Van Dyke, George E., *Nonathletic Extracurriculum Activities*, National Survey of Secondary Education Monograph, No. 26, 1932, Government Printing Office, Washington, D.C.

A careful survey of activities in selected schools, with an excellent study on the influence of participation in activities in secondary schools on the subsequent interests and activities of individuals in college or in pursuits of adult life.

Roemer, Joseph, Allen, Charles F., and Yarnell, Dorothy A., *Basic Student Activities*, Silver, Burdette and Company, New York, 1935.

Nearly one-half of this book is devoted to discussion of the homeroom. Has a very good section on the assembly, with a form for judging the assembly, sample schedule, and a few assembly types. A good treatment of the club program, including score cards for rating clubs. An excellent treatment of assemblies, homerooms and the club program.

Terry, Paul W., *Supervising Extra-Curricular Activities*, McGraw-Hill Book Co., 1930.

All major student activities are well treated with special emphasis on the problems of organization and supervision. The chapter on the management of organized groups is especially helpful.

Wagner, M. Channing, *Assembly Programs*, A. S. Barnes and Company, New York, 1931.

A helpful little book on virtually all phases of the assembly. Contains material for programs, good statements of objectives and principles, and suggestions with regard to conducting the assembly.

War Savings School Plays

"A Handbook of War Savings School Assembly Programs" has just been printed by the Education Section of the War Savings Staff of the Treasury Department. The 78-page bulletin includes ideas and plans for programs which will make the audience "ready to re-

double their contribution to the Nation's victory program."

Five tested War Savings plays make up the greater part of the book. These non-royalty plays have been chosen for a wide grade-range. "We Will Do Our Share," for the youngest children, gives the meat of the War Savings message through the words of nickels, pennies, and dimes which come to life in the room of an elementary school boy.

"Message from Bataan" is a thoroughly moving drama, done in the manner of Thornton Wilder's *Our Town* with a chatty narrator supplying details of setting and properties. Musical groups will enjoy presenting "Star for a Day," which includes new songs written to familiar tunes. The plot develops around the proposed visit of a Hollywood star to a high school War Savings rally. When the glamorous actress fails to appear, one of the high school girls tries impersonation with amusing results.

Junior high school groups will enjoy "You Can Count on Us" and "For the Duration."

Lists of other patriotic plays and government materials and services add to the value of this very comprehensive handbook. Suggestions are made for selling War Savings Stamps and Bonds on the spot, with a reminder of rules for the collection of an admission tax.

Copies of the handbook are available free of charge from the Education Section of the War Savings Staff, U. S. Treasury Department, Washington, D.C.

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News Notes and Comments

Bruno E. Jacob, secretary of the National Forensic League, Ripon, Wisconsin, offers free to high schools upon request "Speech for Morale," by Arnold E. Melzer. This booklet has been published in order to give general circulation to the ideas set forth on this subject at the Denver convention of the National Education Association. High schools are finding it immensely helpful.

The railroad town of Spencer—a center of organized labor in North Carolina—saw some of its methods of organization, namely the strike theory, used in the school system recently when some 50 or 60 students gathered outside the Spencer school building and refused to attend in protest against certain policies of school management, especially the cancellation of the intramural sports program.—*North Carolina Public School Bulletin*.

To keep pace with the fast-moving trend of curriculum-enrichment, the American Library Association has just published a pamphlet intended to assist public school music teachers to construct music-reading projects on which pupils and teachers can work cooperatively. *The Librarian and the Teacher of Music* is the title of this bulletin. For further information, write the American Library Association, 520 N. Michigan Ave., Chicago, Illinois.

The Ellenville, New York, High School Student Council has undertaken a project in the vocational placement of high school students. The purpose of this project is to bring prospective employers and pupils who desire such employment together. The following types of work are desired by the students: care of children, housework, caring for furnaces, cleaning sidewalks, mowing lawns, working in stores, chauffeuring, etc.

Pie Auction Brings \$1,900 in War Bonds

A recent pie supper, sponsored by the Wheeling, Missouri, schools, cleared \$1,900.00 in bond purchases and pledges. One pie sold for \$175.00 in war bonds.—*School and Community*.

When the rubber salvage drive in Greenwich, Connecticut, appeared to have bogged down at the 10,000 pound mark, alert members of the Greenwich Boys' Club decided to apply pearl-divers' tactics to the problem of swelling the community's comparatively poor yield. A one-day private drive in the waters of Greenwich Harbor produced an additional ton of rubber.—*Boys' Club*.

Dr. Fred B. Dixon, principal of Elgin High School, Elgin, Illinois, would like to contact a number of schools that are now successfully

carrying on a club program on school time. If you have such a program, why not tell Dr. Dixon about it?

Although averaging nearly two years younger than their college classmates, the gifted subjects engaged in more than their share of outside activities and earned about three times their share of graduation honors. Over half the group were largely self-supporting in college. The earnings of the boys alone in their undergraduate years totaled a half million dollars.—*From High I. Q.'s by Lewis M. Terman, in Youth Leaders Digest*.

Superintendents are urged to subscribe to *Victory*, the official weekly bulletin of the Office of War Information, in a recent letter from W. Z. Betts, Director of the Division of Purchase and Contract.

Team Games Train Flyers

Nothing develops a war flyer's unconquerable will-to-win better than competitive sports, and no objective in his training is more important than the development of the combative or competitive spirit.

In wartime training of Navy fliers, sport for sport's sake is out and in its place is a new philosophy of sports for what they will contribute to the war effort. The development of stamina in the war time sense of the expression definitely involves a mental as well as physical aspect. If physical, it depends upon a well developed body made strong by such contact sports as soccer, football, boxing, etc.; if mental, it is built up by an abiding belief that the mind and body are prepared sufficiently to win over seemingly impossible obstacles.—*Lt. Comdr. Hunter, U. S. Navy, in Youth Leaders Digest*.

Gym Shoe Floor Marking

Practically all gymnasium and other rubber soled shoes are made of reclaimed rubber. The shortage of rubber and Government orders make this necessary. Even the output of reclaimed rubber is limited and restricted.

Many administrators and others have been concerned recently by the markings made on their floors. It is impossible for manufacturers to produce a "non-marking" shoe made of reclaimed rubber.

The suggestion has been made that these markings can be removed by using a little kerosene without injury to the floor.

The only other solution is to have students work-out in their bare feet in the gymnasiums.—*News Bulletin of National Health and Physical Education Association*.

Bonds "End" Dictators

The John Hay Ledger, John Hay High, Cleveland

land, Ohio, told of a very interesting poster designed by a girl artist in the school, Marion Mularo. The idea is to hang the dictator by buying War Stamps and Bonds. The poster features a scaffold with 13 steps and every time the sales exceed \$200 one of the figures of the three dictators advances a step, until \$2600 worth are bought and then it's off with his head. When one is hanged then the next figures start up the steps until both climb to the top and "bingo, it's as easy as that."

—*The School Press Review*

The Ten Commandments of Sports

1. Thou shalt not quit.
2. Thou shalt not alibi.
3. Thou shalt not gloat over winning.
4. Thou shalt not be a rotten loser.
5. Thou shalt not take unfair advantage.
6. Thou shalt not ask odds thou art unwilling to give.
7. Thou shalt always be ready to give thine opponent the shade.
8. Thou shalt not under-estimate an opponent, nor over-estimate thyself.
9. Remember that the game is the thing, and that he who thinketh otherwise is a mucker and no true sportsman.
10. Honor the game thou playest, for he who playeth the game straight and hard wins even when he loses.

—*Hugh S. Fullerton, The Ohio High School Athlete*

Ration Athletic Travel

The school administrators of Texas have started a movement to get information on the actual travel that would be needed to conduct a minimum inter-school competitive athletic program. Numerous authorities in the armed forces and the Victory Corps Program urge schools to expand and continue a sufficient amount of interschool competitive and combative sports to keep alive and develop that competitive spirit, that "will to win." It is felt, therefore, that the O.D.T. and the O.P.A. authorities should grant sufficient travel so that this minimum program may be continued at the least cost and with the use of the least amount of rubber. Bus transportation, without doubt, is the most economical and uses less rubber than any other means of overland travel. The cost of using railroads and commercial busses

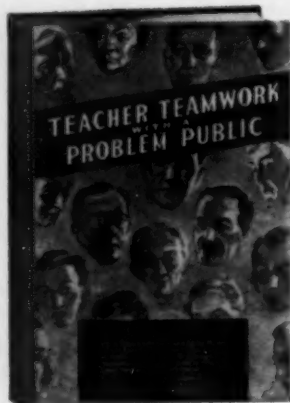
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in most cases is prohibitive.—*Oklahoma High School Athletic Association Bulletin.*

An Idaho School Challenges Neighbors

We challenge you!

Who is selling stamps and bonds? Why all of us, of course. But who is selling the most? Let's have a race.

Now we all agree that we must sell stamps and bonds; you know, "Praise the Lord and Pass the Ammunition," and where is the ammunition coming from if we don't? Then let's have some good state-wide fun and enter into competition among schools.

Rumor has it that several schools are laying for the first student body to issue a challenge. Well, this is it; our neck is out—what are you going to do about it?

We challenge any single school in Idaho to

beat our record. The contest is wide open; size of your student body makes no difference. Every school from the smallest rural to the largest elementary, junior high school, or senior high school is invited to *try* to beat us.

The following rules will govern the contest:

1. Scores are to be computed on a per capita basis. (Total amount of stamps and bonds sold divided by the number enrolled in your school.)

2. Only sales made during this 1942-43 school year to be counted.

3. Contest to end April 10, 1943. (This is so that final results can be published in May before school is out.)

4. The *Idaho Journal* to act as referee.

5. Reports to be made to the *Journal* editor by the twelfth of each month—January, February, March, and April—so that standings can be published each month. (This is absolutely necessary for fair play; everyone should know how we all compare as the contest progresses.)

That's all there is to it. We suggest you drop the editor of the *Idaho Journal of Education*, 331 Sonna Building, Boise, Idaho, a card today, saying you are calling our challenge. Too, when you report to him not later than the twelfth of each month, beginning this month, list the name of your school, your total sales for the year, and your enrollment.

We'll be waiting for you—all of you.

Student Body

Boise Junior High School

—*The Idaho Journal of Education*

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Something to Do

C. C. HARVEY, *Department Editor*

TRAIN PUPILS FOR DEMOCRACY BY GIVING RESPONSIBILITY: NOW IS THE TIME!

When one realizes that Vittorino da Feltre (1398-1440) conducted his famous boys' school with trustful cooperation between students and teachers, that Catherine Beecher employed similar principles in her Hartford School over a hundred years ago, that Bronson Alcott started his Boston school on this plan at the same time, and that John MacMullen in 1860 had a similar school in New York, one wonders whether the public's sales resistance to building character by teaching the attitude and habit of democracy has some hidden source not yet explained?

We know that character and habits are not formed by merely reading printed words or listening to sermons. The late William James pointed out even if one's emotions were in sympathy with the doctrines of the teacher or preacher, these emotions could easily evaporate unless then and there one formed a resolution to take some action in line with the particular emotion, however disagreeable, and then carried out the resolution. No benefit to character can come from mere listening to or reading about fine thoughts. And to give a vivid example William James would say, rather than do nothing, do something nice for your mother-in-law!

During this war for democracy, what could increase faith in democracy more than a demonstration in school where every student shared and felt responsibility, so that each child feels: "This is our school and I share running it."

If young people in school are given responsibility and are taught communication, conference, patience, tolerance in argument and then adopt rules to the best of their ability, they are, as John Dewey says, fitting themselves at that early age in the attitude and habit of young democrats, and this will hold when they come into voting age. Now, more than ever, with new war time duties, there is no excuse for any student remaining aloof, for he will be the future isolationist.

A recent *Fortune* survey of high school students showed a startling ignorance of current political happenings. Why don't the teachers emphasize Jefferson's advice: "To know what is going on and to make, each, his part go on right."—RICHARD WELLING, *Chairman, National Self Government Committee, 80 Broadway, New York, New York.*

DEVELOP PHYSICAL FITNESS THROUGH OUTDOOR ACTIVITY

We have a Commando Trail that takes advantage of our natural surroundings in the physical fitness program. It is slightly less than one-half mile in length with every obstacle

labeled "Solomon Island Gulley," "Fox Hole," etc. The trail is blazed through, over and under trees, gulleys, ravines, an eight-foot pit, sixty-six yards of swamp, and many more yards of steep hills. We try to keep away from man-made obstacles, but there are a few, such as picnic benches and fire places.

Each class runs the trail during its physical education period, and each boy's time is recorded on a chart visible to all. This plus the filming of one class in action has helped to keep the interest of pupils aroused.

Can't you lay out a natural course outdoors and help develop your boys with an activity that calls for the use of every muscle? Now when high schools are emphasizing physical fitness, this plan should prove practical for many schools.—HOWARD GLOVER, *College High School, State Teachers College, Montclair, New Jersey.*

ENCOURAGE PUPIL LEADERSHIP IN PLANNING CLUB PROGRAMS

In my experience with clubs I have found that the most energetic teachers are those who have the most active clubs. They put everything they have into the club and with their own inspiration make it a lively working organization. I sometimes wonder if it is not the wrong thing to have an organization built up around an individual, although I would not discourage the teacher's work and leadership in the club. But I wonder if the pupils would not accomplish more if the major part of the planning and routine were left to the officers elected for that purpose. Too often I have seen the teacher run everything, very creditably, of course, but nevertheless she would run everything, making figureheads of the club officers. Why not give students some practice in initiative, even though the program may not be quite as good or the work accomplished quite as effectively?

There is a happy medium. The teacher could still exert her influence, but let it be done in committee meetings or in private consultation with pupil leaders. If she adopts this procedure, she will not lose anything in the way of publicity or recognition. The administration will recognize that the accomplishments of the club are due to the guidance of its sponsor, regardless of whose name makes the headlines, or who does most of the talking.

Very rarely have I seen this modesty carried so far. Ordinarily the teacher is enthusiastic about the work of the club and anxious to make the activities go forward. But when she leaves the school, what happens? The club vanishes into thin air, since it was built around the sponsor. The club should go forward on its own momentum without having to be pulled by the sponsor.—GUY C. CHAMBERS, *Director, Extra-*

Curricular Activities, Central State College, Edmond, Oklahoma.

RAISE MONEY AND AID WAR EFFORT BY A FAT COLLECTION CAMPAIGN

Incentive—that is the secret of our success in our fat-collection campaign. Early in the school year a campaign for the collection of fats and greases was conducted to aid the war effort and to benefit the school's "Penny Milk Fund." We did not have much success during the first of the campaign—then the chairman of the Scrap Campaign thought up the idea of a "pledge system" for pupils. All pupils volunteered to sign the following pledge:

Week of _____

I pledge myself to try to bring in at least one pound of fat. This is one way in which I can help the war effort.

Pupil _____

Immediately there was a big increase in the amount of fats and greases collected by pupils. Some pupils have brought in as high as thirty-five pounds. We hope to show further increase as the year progresses. This idea could be used by any school to raise money for some worthy enterprise as well as to aid the war effort.—PERRY G. WORTHMAN, Principal, Garland Street Junior High School, Bangor, Maine.

MAKE SCRAPBOOK ON SCHOOL'S CONTRIBUTION TO WAR EFFORT

The Schools at War Program, sponsored jointly by the U. S. Treasury and the U. S. Office of Education, suggests a project which every high school will find valuable. The "Schools at War Handbook" recommends that a committee of pupils be appointed to make a scrapbook which will give a picture of the school's varied war activities.

Through the making of the scrapbooks, which are the nucleus of the Schools at War Program, pupils, teachers, and administrators will be able to form a clear picture of each school's varied war activities as one total campaign. The mere making of the picture will have value, for it can scarcely fail to bring about better understanding of the school's place in the war. For pupils it will have lasting educational value, for it will enable them to observe and study their own war activities as acts of citizenship. It may, in fact, provide excellent training in democratic procedure if the activities to be recorded in the scrapbook are discussed at regular assembly meetings, decisions reached, and the committee charged with making the scrapbook instructed accordingly.

Most important of all, the making of the scrapbook will bring out ways in which knowledge acquired in the classroom can find an outlet in war activities. It will do a great deal to show where those opportunities for learning by doing lie. Finally, the Schools at War exhibits—in which the best of the war products of the schools will be collected locally, then at the state capital,

and finally on a national scale—will constitute education's report to the nation this year.—HOMER W. ANDERSON, Associate Field Director, Education Section, United States Treasury Department.

ENCOURAGE THE STUDENT COUNCIL AND SCHOOL NEWSPAPER TO JOIN FORCES

There are many opportunities for the student council and the school paper to join forces for the benefit of the school. They should devise a plan which will assure close cooperation of the two groups and result in the work of each supplementing that of the other.

Both the council and the paper are instruments of student participation. They are each closely related to all activities and affairs of the high school. Both have a part in formulating certain plans and policies of the school. They initiate new activities, promote worthy enterprises, and help to unify the life of the school. Both are agencies for developing student resourcefulness, loyalty, school spirit, pupil opinion, and leadership.

An example of how the two groups can cooperate for the benefit of the school is in promoting activities which contribute to the war effort. In the plan of the High School Victory Corps, it is recommended that the student council be adapted to serve the Corps, and that the school newspaper be made the official organ in carrying on the war service activities of the school. If the council is an organization which gets things done, its activities are the most significant sources of news for the paper. In turn, the work of the paper in keeping pupils informed about the work of the council is essential for its effectiveness. Why not appoint a joint committee representing the two groups to study the situation and develop a plan for closer cooperation?

TRAIN PROSPECTIVE TEACHERS AS SPONSORS OF PUPIL EXTRA- CURRICULAR ACTIVITIES

The scope of the teacher's activities in the modern school extends far beyond those of his regular classroom activities. If teachers are to assume their responsibilities in regard to the total task of teaching, they should be given opportunities in teacher-training institutions for actual participation in student activities. Formal courses in extra-curricular activities may make a significant contribution to their understanding of the theoretical aspects of the problems involved. Wide participation in college activities is also of value. However, there is a need in the program of student teaching for experience in working with student groups in their extra-curricular activities.

At the University of Colorado, the majority of students who are preparing to teach in high schools, devote three quarters in their senior year to teaching. Two quarters are spent in regular practice in classroom teaching. A plan has been

devised which makes it possible for many to devote one of the three quarters to organizing and directing extra-curricular activities of high school pupils. Practice teachers are expected to engage in the various activities of the schools in which they are being trained—such as clubs, assemblies, homerooms, etc. Prospective teachers are enthusiastic about the experience they receive in this area of training. If such a plan were in operation in most teacher-training institutions, it would result in a great improvement in the efficiency of classroom teachers in directing extra-curricular activities in high schools.—H. H. MILLS, *University of Colorado, Boulder.*

TEACH TELEPHONE PRACTICES AS ENGLISH CLUB ACTIVITY

The telephone is one of the most useful of the tools with which the work of everyday life is done. Because of its almost universal use in modern social and business life, high school pupils should learn good telephone manners and practices.

Make one of the projects in the English club a series of exercises to teach good telephone manners and practices to the members. Material and instruments for such a project may be secured from the Bell Telephone Company. The equipment is a complete telephone system in miniature. It has all the necessary accessories for any system. It is used by plugging to an electric socket and placing two telephones in separate rooms. A plan for the project, booklets about the history of the telephone, telephone manners, and good speech are furnished with the equipment, which consists of two telephones in working order and other accessories.

While this project is suggested as particularly appropriate for an English club, science or social studies groups will find it a valuable activity.—WARNER UNBEHAUN, *Editor, The East High Auran, Aurora, Illinois.*

TAKE AN INVENTORY TO SEE IF SCHOOL IS AIDING WAR EFFORT

The time has come when high schools should find out if their programs are geared to the war effort. To find out if each unit in the school, both extra-curricular and curricular, is making the maximum contribution, take an inventory of all activities. A survey of this kind at Pueblo, Colorado, High School, revealed the following:

A girls' bicycle library delivery service is in operation; a continuous drive by the student council is being made for sale of war bonds and stamps, and to salvage materials; girls' and boys' rifle clubs meet weekly for practice; entertainments are exchanged with the local air base; the high school is helping to relieve the labor shortage by operating a pupil employment service; a service flag and a scroll of former pupils now in the armed forces are being prepared; the Junior Red Cross has 100 per cent enrollment and is carrying on regular projects.

Mathematics classes are following Navy outlines; in science, radio, aviation, and electricity

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are emphasized; in biology and home economics, health, diet, and food substitutes are stressed; pupils enrolled in chemistry study gases, explosives, incendiary mixtures, and counteracting measures; commerce pupils are preparing for civil service and yeoman's work; physical education has become pre-military training, and first aid has replaced hygiene. Manual training and mechanical drawing courses have been geared to war needs. A pre-flight course has been started. Most of the curriculum has become extra-curricular for the duration.—WENDELL KELLOGG, *Journalism Instructor, Pueblo High School, Pueblo, Colorado.*

ORGANIZE PUPIL COURTESY SQUAD AS SCHOOL COUNCIL FUNCTION

Organize a pupil service squad as an auxiliary of the school council to welcome visitors and new pupils and assist with the social functions of the school. Such a group can be of great service as well as promote courtesy and school relationships.

Some activities which the courtesy squad might carry on are: (1) Act as reception committee to receive parents and other visitors. (2) Serve as a welcoming committee for new pupils. (3) Help acquaint incoming pupils with the school. (4) Serve as a courtesy squad at social events. (5) Conduct courtesy campaigns. (6) Prepare posters for the bulletin-board and articles for the school newspaper on social be-

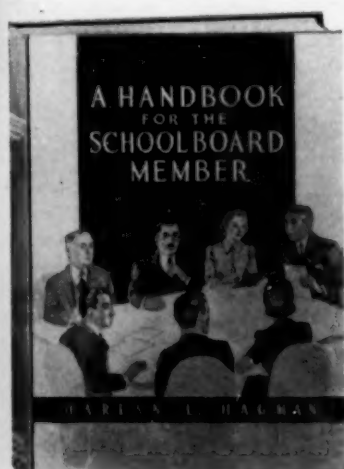
havior. (7) Meet and welcome visiting athletic teams and pupils from other high schools. (8) Encourage and promote courtesy and good sportsmanship in all school relationships. (9) Teach lunchroom and cafeteria manners. (10) Promote proper behavior in assemblies, in hallways, and at public events. (11) Promote courtesy among pupils in streets, automobiles, theaters, and classrooms. (12) Establish standards of school conduct.

START COLLEGE INFORMATION ROOM AS PUPIL SELF-GUIDANCE PROJECT

To most readers the term "college information room" may be meaningless. The idea is to have a special room where all bulletins and information pertaining to colleges and universities are classified for use by pupils.

In a room adjacent to the school library or in some other convenient part of the building, store all bulletins and other materials received from colleges and other institutions of higher learning. Let the school council or the National Honor Society appoint a committee to gather as much material for this room as possible and classify it in the way which will be most useful to pupils. Let the members of this committee serve as attendants for the room and keep it open during certain periods in the week. When a pupil wants information about an institution which is not on file, let the members of the committee write and get it. Keep on file in the

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room information regarding self-help opportunities and scholarships offered by the different institutions. When representatives of colleges visit the high school to interview prospective pupils, use the room as the place for holding the conferences. Devote one corner of the room to a collection of college and university newspapers. Let the committee gather information in regard to the value of a college education, what graduates of the high school say about different institutions, etc. This project in self-guidance will be of great value to the school.

YOU CAN'T ADD? SHALL WE START AN ARITHMETIC CLUB?

How well do senior high school pupils do in addition, subtraction, multiplication, and division of whole numbers, when the examples are very simple? Returns from testing carried on in two large senior high schools indicate that less than twenty per cent of the pupils can do simple tests, no time limits, without making errors. The errors are the same as those made by grade pupils. Primary facts are not known. Process difficulties are not mastered, notwithstanding the large amount of time spent on arithmetic.

Yet the task is simple. There are only 100 primary facts in addition, and only 300 additional decade facts needed for adding up to the requirements of adult usage. In subtraction, there are only 100 facts; in multiplication, 100. Multiplication calls for 80 higher addition decade

facts. Long division depends upon process mastery, rather than basic facts.

Mastery of 580 facts, mostly easy ones, is not a difficult task, if the plan is known and carefully applied. Perfect scores in the fundamentals of arithmetic, which cover 90 per cent of adult usage, should be the rule. No one wants a typist who makes an error in four-fifths of the letters she writes. Ability to add, subtract, and multiply is equally fundamental in business. Shall we organize an Arithmetic Club?—Guy M. Wilson, Professor of Education, Boston University.

SOMETHING TO DO IDEAS IN BRIEF

Start a Library Club composed of pupils who wish to earn a part of their expenses as library helpers when they attend college. A group of this kind can render a valuable service to the school and learn enough about library science to stand them in good stead for part-time jobs when they go to college.

Arrange for each homeroom to plan and give one assembly program during the school year. This procedure has been found very successful in small high schools.

Let the senior class write its own play this year. In almost every group of seniors there are pupils who are talented enough to do a good job at writing a play. Such plays are usually of more interest to pupils and to the community at large as they deal with incidents which have a local setting.

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Impress upon pupils who hold social security cards the importance of safeguarding them; first, because of their value to the holder, and, second, because pupils are prone to be too careless in such matters. In 1941 almost two million social security cards had to be reissued.

Make the school newspaper serve a larger number of people by launching and promoting campaigns which benefit both school and community. Prepare a community calendar listing activities of all local organizations and publish it in the school paper. Let the journalism pupils sponsor a news bureau to furnish community items to the nearest weekly and daily newspapers.

Get a committee of pupils to collect helps on how-to-study for use of the school. Those who participate in this activity will benefit from it, and the ideas gathered will be useful in connection with the guidance program. The suggestions on how-to-study might be printed in the school newspaper and used as a basis for homeroom discussions.

Encourage school organizations to cooperate with community youth groups in promoting significant projects. At the present time school organizations and such community groups as Boys Clubs and Scouts can work hand in hand on such activities as planning activities to provide recreation and in preventing juvenile delinquency.

Place a box in some convenient place in the school building where pupils are encouraged to deposit suggestions for new activities, questions for discussion at meetings, ideas for programs, etc. This will stimulate pupils to think about activities and problems of the school and will yield many good ideas.

Get some group to prepare a charter for the school which sets forth the rights and privileges of pupils together with their corresponding duties and responsibilities.

Arrange a newspaper quiz on "names in the news." Have pupils write essays on "How I Read the Newspaper." Measure in column inches the space which several newspapers devote to crime and violence. There are many interesting and highly educational projects which can be based on study of the newspaper.

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New Helps

● **WAR SAVINGS ASSEMBLY PROGRAMS**, by the War Savings Staff of the U. S. Treasury Department. Published by the United States Treasury Department, 1943. 78 pages.

This is a handbook of practical and ready-to-use plays for school assembly programs, suggestions for writing original scripts, instructions for promoting War Savings programs, and a collection of patriotic material for school use. The material is fresh and timely. Any American high school will find this book helpful in carrying on effective war work and at the same time giving students interesting and educative experiences.

● **JUNIOR AVIATION SCIENCE**, by D. H. Grimm. Published by Noble & Noble, 1943. 112 pages.

This is a simple approach to groundwork in Air Education and as pre-flight training for students who are planning to become pilots. Other young people who are aware of the growing importance of aviation in everyday life and want to know more about it will enjoy this easy reading and its accompanying illustrations. While the book makes no pretenses of being complete, anyone who reads it, even hurriedly, will not appear ignorant of basic facts in this new field of interest.

● **CANCIONES PANAMERICANAS**, by the Music Division of the Pan American Union. Published by Silver Burdett, 1942. 42 pages.

"Songs of the Americas" is the translation of this title, and the book is what might be expected under that title. The book has been planned for use in the United States, in Canada, and throughout Latin America. The songs are arranged alphabetically by countries and are typical of the peoples whom they represent. Schools will find it to their advantage to employ the help of this book in carrying out their part in a program for hemispheric understanding.

● **MAN-TO-MAN DEFENSE AND ATTACK**, by Clair Bee. Published by A. S. Barnes and Company, 1942. 118 pages.

This is a new addition to the Barnes Sports Library. The author traces the development of defense and attack methods from the beginning of basketball, as offered by Dr. James A. Naismith, to those of successful present day coaches. Generously illustrated with photographs and line drawings, the book is easily understandable and will make a valuable addition to the library of a school that plays basketball.

● **THE BINDING OF BOOKS**, by Kenneth F. Pendry and Clarence T. Baab. Published by the Manual Arts Press. 1940. 160 pages.

Bookbinding is a matter of increasing interest to schools, now that the war situation has made books more difficult to buy and more necessary to preserve. School clubs and indi-

viduals have found in the binding of books a fascinating and educative activity. With the help of this book and the few tools called for in it, the amateur bookbinder will be able to pursue his interest with satisfaction and profit. The book itself is a specimen of good craftsmanship and will exemplify most of the operations described in it.

● PUPIL PARTICIPATION IN SCHOOL LIFE, by Clifford E. Erickson, Fred B. Dixon, and Louise E. Barthold. Published by Lucas Brothers, Columbia, Missouri, 1942. 199 mimeographed pages.

These three young, well known educators have combined efforts here to give schools the benefit of their wide knowledge and experience in the field of pupil participation in school management and control. Generous treatment and special emphasis is given the school council, which is presented as "a leadership organization to promote and enrich a type of democratic living which will be reflected in everything that happens in the life of the school." The chapter headings are as follows: The Roll of the School Council, The Organization and Administration of the School Council, Getting Under Way, The Council at Work on Service and Council Projects, The Council at Work on Social and General Welfare, Democracy in Action, Pupil Participation in the Classroom, What About the Sponsor, Developing Leadership, Beyond the School, Problems and Difficulties, and Testing the Council.

Comedy Cues

MONOPOLY

Stranger: "I've come out here to make an honest living."

Native: "Well, there's not much competition."

Prospective Boarder: "The window is quite small. It wouldn't be much good in an emergency."

Landlady: "There ain't going to be any emergency. My terms are cash in advance."—*Texas Outlook*.

Do you know what the little rabbit said as he rushed out of the burning forest?

"I've been deferred!"—*Balance Sheet*.

CONFUSION OF ORDER

The teacher reread the following excuse to be sure that she was seeing correctly:

"Dear Teacher: Pleas excuse John frum bein

absen. He couldn't find his pants and I didn't want to leave him out. Mrs. Jones."

Observing that the pants had been found, the teacher asked: "John, where did you find the pants?"

"Aw," was the reply, "my sister went and hung 'em in the closet."—*The Oklahoma Teacher*.

ERROR

A rookie in the cavalry was told to report to the captain.

Captain: "Take my horse down and have him shod."

Hours passed, and the rookie did not return. Finally the irate captain sent for him.

Captain: "Where is that horse I told you to have shod?"

Rookie (turning pale): "Oh, did you say shod?"—*Scholastic*.

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